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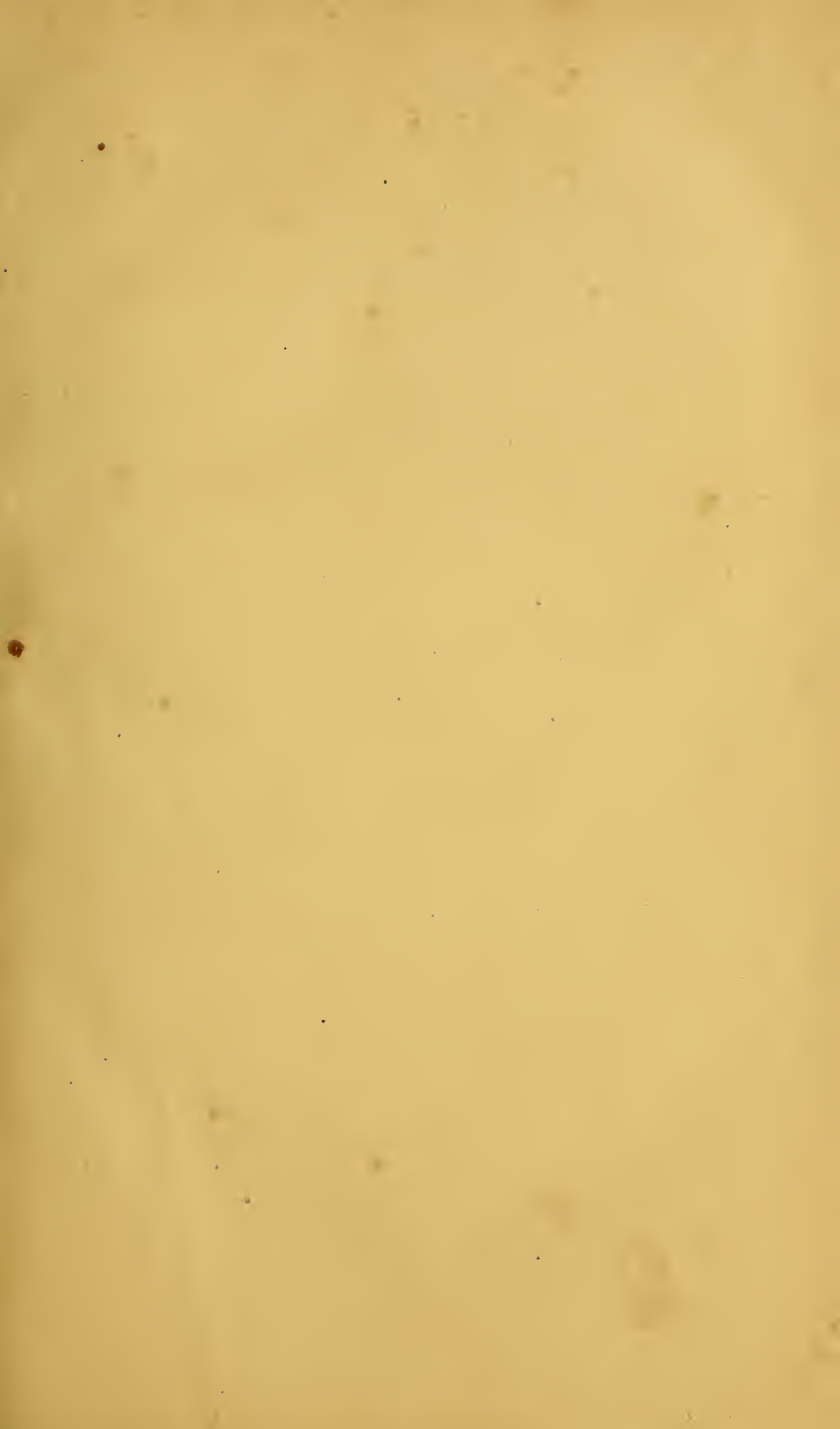
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THIRTIETH
ANNUAL REPORT
OF THE
BOARD OF EDUCATION,
TOGETHER WITH THE
THIRTIETH ANNUAL REPORT
OF THE
SECRETARY OF THE BOARD.

BOSTON:
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ERRATUM.—In the abstract of School Returns the heading of the first two columns of the Recapitulation, p. liv., instead of "No. of Teachers in Public Schools, Summer, Winter," should be "No. of Teachers in Public Schools including Summer and Winter Terms."

ANNUAL REPORT.

The Board of Education respectfully submit to the legislature of the Commonwealth their Thirtieth Annual Report:—

The statistics which accompany it, prepared under the careful superintendence of the Assistant-Secretary, exhibit the actual and comparative condition of the Public Schools in every town in the State. To some, they will afford gratification; to others, they will serve as a warning, according to their relative rank in the tables presented. On the whole, the State may feel a just pride in the condition of its educational interests. Everywhere they have been advancing and have kept pace with her general prosperity. As long as this can be truly said, we may all feel sure that her welfare and fame rest on a firm foundation, and that her future course will be onward and upward in civilization and prosperity.

The Report of the Secretary of the Board will show how faithfully and successfully he has discharged his duties the past year. The Board have abundant reason to be satisfied with his valuable services, and the people may feel that this great trust is in safe and competent hands. The Assistant-Secretary, the Treasurer and the Agent have all brought to the performance of their respective duties distinguished ability and fidelity, and all the means and instrumentalities at the disposal of the Board are in a healthy and encouraging condition.

Mr. Northrop, Agent of the Board for the last eleven years, has been elected to the position of Secretary of the Board of Education for the State of Connecticut, and will enter upon his new duties at an early day. The Commonwealth will lose a gentleman of high character and culture, an able, experienced and faithful friend of education, eminently fitted for the

positions he has filled here, and is to fill in our sister State. He carries with him our sincerest wishes for his happiness and success in the chosen field of his future labors.

The Twenty-Fourth Annual Report contains the names of all the teachers employed in the Normal Schools down to the year eighteen hundred and sixty, with the term of service of each one. For the purpose of future reference, the list has been extended to the close of the current year, and is herewith submitted.

Of the Framingham School.

	Commenced Service.	Ended Service.
<i>Principals.</i>		
George N. Bigelow, A. M.,	Sept., 1855,	Sept., 1866.
Annie E. Johnson,	1866.	-
<i>Assistants.</i>		
Nancy J. Bigelow,	Sept., 1859,	Sept., 1866.
Frances E. Wadsworth,	1859,	1861.
Martha E. Young,	1860,	March, 1863.
Annie E. Johnson,	1861,	Sept., 1864.
Frances A. Rich,	1862.	-
Ellen Hyde,	March, 1863.	-
E. Gertrude French,*	October, 1863,	March, 1864.
Ada B. Sturtevant,	Sept., 1864,	April, 1866.
Annie E. Johnson,	March, 1865,	Sept., 1866.
E. Gertrude French,	Sept., 1864,	1866.
Fannie Whitcomb,	1865,	1866.
Charlotte C. Stearns,	1866.	-
Elizabeth J. Hasbrouck,	1866.	-
Abby R. Worcester,	1866.	-
Amelia C. Davis,*	1866.	-
<i>Teacher of Drawing.</i>		
Christine Chaplin,	Sept., 1866.	-
<i>Teacher of Music.</i>		
O. B. Brown,	-	-

* Assistant pupil.

Of the Westfield School.

<i>Principal.</i>		
John W. Dickinson, A. M.,	August, 1856.	-
<i>Assistants.</i>		
J. C. Greenough,	-	-
Joseph G. Scott,	Sept., 1861.	-

REPORT OF THE BOARD.

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Of the Westfield School—Continued.

	Commenced Service.	Ended Service.
<i>Assistants—Continued.</i>		
Helen M. Ray,	March, 1861,	August, 1861.
Melvina Mitchell,	1862.	—
Adelaide V. Badger,	1864.	—
<i>Teacher of Drawing.</i>		
Mrs. J. W. Dickinson,	March, 1864.	—
<i>Teacher of Music.</i>		
J. G. Scott,	—	—

Of the Bridgewater School.

<i>Principal.</i>		
Albert G. Boyden,	Sept., 1860.	—
<i>Assistants.</i>		
Charles F. Dexter,	March, 1860,	May, 1863.
James H. Schneider, A. B.,	Sept., 1860,	Sept., 1863.
Austin Sanford,	June, 1863,	July, 1864.
Solon F. Whitney, A. M.,	Sept., 1863,	March, 1866.
Charlotte A. Comstock,	May, 1864,	July, 1866.
George H. Martin,	Sept., 1864.	—
Ellen G. Brown,	March, 1866.	—
Emeline F. Fisher,	1866.	—
Elisha H. Barlow, A. B.,	Sept., 1866.	—
Eliza B. Woodward,	1857.	—
<i>Teachers of Music.</i>		
O. B. Brown,	Sept., 1860,	Sept., 1864.
Hosea E. Holt,	1864.	—

Of the Salem School.

<i>Principals.</i>		
Prof. Alpheus Crosby,	October, 1857,	July, 1865.
Daniel B. Hagar, A. M.,	Sept., 1865.	—
<i>Assistants.</i>		
Martha Kingman Crosby,	Sept., 1854,	July, 1865.
Sarah R. Smith,	March, 1856,	Jan., 1864.
Olive P. Bray,	1858,	July, 1861.
Ellen M. Dodge,	1858.	—
Mary E. Webb,	1858.	—
Anna M. Brown,	Sept., 1860,	July, 1862.

Of the Salem School—Continued.

	Commenced Service.	Ended Service.
<i>Assistants—Continued.</i>		
Caroline J. Cole,	Sept., 1860.	-
Elizabeth Carleton,	1860,	July, 1863.
Mary B. Smith,	Feb. 1861,	Jan., 1864.
Josephine A. Ellery,	1861,	July, 1865.
Mary C. Spofford,	Sept., 1863,	1865.
Mary E. Godden,	1864,	July, 1866.
Mary A. Plumer,	1864.	-
Ellen A. Chandler,	1865.	-
Mary E. Nash,	1865,	July, 1866.
Isabel C. Tenney,	1865.	-
Sophia O. Driver,	July, 1866.	-
<i>Teachers of Music.</i>		
Lucy Kingman,	Sept., 1860,	Jan., 1861.
Clara M. Loring,	Feb., 1861,	July, 1863.
O. B. Brown,	Sept., 1863.	-
<i>Occasional Assistant.</i>		
Mary J. Thayer,	-	-

The State Normal Schools have been unusually prosperous during the past year; the average attendance in them has been considerably increased, and the demand upon them for trained teachers for the Public Schools has been greater than could be supplied. It is not pretended that all the graduates make successful teachers, but it is certain that their chances of success are greatly increased by the normal training they receive. The people in every part of the State appreciate more and more the advantages of employing these trained teachers. They are eagerly sought for in other States, where they command much larger salaries than are paid in Massachusetts, and some of our best teachers are thus induced to leave the State after their required term of service is completed here. It is safe to say they are generally successful. The Normal Schools afford the Commonwealth a favorable opportunity to discharge an agreeable duty to her enterprising daughters, with the certainty of receiving back in their faithful services the most liberal compensation.

The average expense to the State of each pupil during the year has been less than fifty dollars. This includes the entire cost of care of buildings, of instruction and school-books. The

English course of instruction in these schools is quite equal to that in many of our colleges, and far better than has been afforded to females in our private academies. During the past year nineteen males have been admitted to the schools, and eight have graduated. The number of females admitted during the same time is two hundred and forty-one—the number of graduates one hundred and ninety-six. They are now crowded with pupils, and the number of applicants in some of the schools is greater than can be accommodated. The increase of pupils of all ages in the Public Schools during the year has been about five thousand, and the increase in the average attendance nearly six thousand. Two hundred and thirty-one additional teachers have been employed during the year. Of this number, two hundred and seventeen were females, and fourteen were males. The inquiry naturally arises, how shall this increasing demand for trained teachers be supplied? The answer can be given without hesitation or delay. It costs the Commonwealth about two hundred dollars annually to support each person in her reformatory institutions. It costs less than fifty to prepare a well trained teacher for her Public Schools,—the great antidote for crimes and pauperism.

The State must enlarge the schools she now has, or establish new ones in favorable localities. The industrial productions of the great county of Worcester during the year 1865 were more than seventy-six millions of dollars. She has a population of one hundred and sixty-two thousand nine hundred and twenty-three. The county contains seven hundred and seventy-two Public Schools, in which were employed during last year more than one thousand teachers, and in which there were during the summer thirty-one thousand four hundred and forty-four different pupils. There were returned in the whole county but two thousand four hundred and fifty-three children, between the ages of five and fifteen years, that did not attend the Public Schools a portion of the year. So much have the Public Schools advanced within a few years, that this portion of the State, formerly so distinguished for its Academies and Private Schools, has returned but five incorporated, and but seventy-four unincorporated Academies and Private Schools in the whole county, in which there was an average attendance last year of only two thousand two hundred and twelve pupils. So that it appears that out of the thirty-three thousand eight hundred and ninety-seven children in Worcester

County, between the ages of five and fifteen years, nearly all are accounted for as being in attendance a part of the year, either in her Public or Private Schools. Doubtless other counties might show as good a record.

The Commonwealth is not doing too much for education, nor is the public interest in the Public Schools so great as the private zeal of her people. Our State legislatures, notwithstanding our excellent laws, are not so devoted or so faithful in providing the means of public instruction as are the towns and the people in the use of them. It is not perhaps desirable to increase the school fund, so as to relieve the towns of the chief burden of education. The privileges of the Public Schools will be more appreciated if the people contribute annually to their support. This is evident from the large amounts raised annually in the State, and also from the extraordinary increase of appropriations in nearly all the towns during the past few years. Almost two millions of dollars were raised and appropriated last year for public instruction, and the increase of appropriations for the last two years has been about one-quarter of that sum.

The support of the Normal Schools has been derived from the income of the school fund, devoted by law to that purpose. The amount of that fund is now limited to two millions of dollars, and can only be increased each year, as things now are, by the amount of the surplus of receipts over expenditures. It cannot be reasonably expected by the most economical management that any large additions can be realized in the present state of prices, with the constantly increasing demands upon this portion of the fund. The two hundred and fifty thousand children in our beloved Commonwealth would never understand the wisdom of denying to them the necessary advantages of education, in order to increase a public fund by the accumulation of simple interest for the benefit of future generations. The salaries of teachers in the Normal Schools are now less than is paid in many of our Public Schools, and all the expenses are as much reduced as the public interest will justify. It will therefore be seen that the enlargement of the present schools, or the establishment of new schools to meet the public exigency, must be made out of appropriations from the treasury.

The present condition of the Normal Schools will appear from the following table :—

Statistics showing the condition of the State Normal Schools.

		Frammingham.	Westfield.	Bridgewater.	Salem.	Total.
<i>Admissions.</i>						
First Term.	{ Males,	-	1	8	-	9
	{ Females,	25	34	15	35	109
	{ Total,	25	35	23	35	118
Second Term.	{ Males,	-	2	8	-	10
	{ Females,	35	36	12	49	132
	{ Total,	35	38	20	49	142
Total for the year,		60	73	43	84	260
<i>Average age on admission.</i>						
Males,		-	19.9	21.7	-	-
Females,		18.4	18.4	19.	18.41	-
General,		18.4	18.5	20.9	18.41	-
<i>Pupils in attendance.</i>						
First Term.	{ Males,	-	10	19	-	29
	{ Females,	112	91	59	136	398
	{ Total,	112	101	78	136	427
Second Term.	{ Males,	-	7	22	-	29
	{ Females,	107	98	53	137	395
	{ Total,	107	105	75	137	424
For year.	{ Males,	-	10	27	-	37
	{ Females,	148	131	73	185	538
	{ Total,	148	141	100	185	575
<i>Graduated during the year.</i>						
February,	{ Males,	-	3.	2	-	5
	{ Females,	26	16	10	14	66
	{ Total,	26	19	12	14	71
July, . . .	{ Males,	-	2	1	-	3
	{ Females,	25	14	6	25	70
	{ Total,	25	16	7	25	73
Total for the year,		51	35	19	39	144

During the past year the Board of Education has placed one of the State Normal Schools under the charge of a female. Thus far the experiment has been eminently successful.

There are now seven thousand five hundred and ninety-eight teachers regularly employed in the Public Schools in the Commonwealth, and of these one thousand and eighty-six (1,086) are males, and six thousand five hundred and twelve, (6,512) are females.

The percentage of female teachers is rapidly increasing, while the number of male teachers is diminishing. The change has been gradual, and entirely in harmony with the views frequently expressed by this Board in previous years, but it has been mainly the result of a growing public opinion throughout the State. It is not necessary or of much importance to discuss the relative merits of male and female teachers. The verdict of the people is already rendered in favor of employing females, all things considered, except in schools consisting mainly of the larger scholars. Our example in this respect has been followed in other States, and it now appears certain that the education of youth in the Public Schools of this country will soon be confided chiefly to females. Our young men are attracted to other fields of enterprise more remunerative and congenial; the period allowed for education is short; pupils leave school at an early age; inexorable business demands that young men shall enter the store and counting-room in boyhood, before they are old enough or mature enough to perform the duties required of them, or to resist the temptations to evil which beset them. School education has thus been crowded back into the period of life when the influence of woman is more healthful and pervading, and she is proving herself equal to the great trust. It has opened to the daughters of the land a new and attractive field of enterprise, where faith and labor will bestow their choicest blessings upon the cause of popular education and universal freedom.

Since our last report the law establishing State scholarships has been repealed. The Board were led to favor this measure. The law was passed in 1853, "to aid in qualifying principal teachers for the High Schools of the Commonwealth," and had been in operation for twelve years. It was found impossible, under that law, to arrange the claims of scholars so that every portion of the State should have its just share of the State aid, and the election often fell on those who were undeserving of the assistance rendered.

The sixth section of this Act provided as follows:—

"The Board shall at the end of each collegiate year, not exceeding four, upon his producing a certificate from the president of his college that he has been faithful in his studies, exemplary in his deportment, and ranks in scholarship among the first half of his class, pay to him one hundred dollars."

It was found that less than half the scholars selected according to law, at the close of the first year, sustained the rank required to receive the aid. Their places were generally supplied by applicants who resided in the cities or the wealthier portions of the Commonwealth; so that a large majority of the scholarships were filled by young men in the eastern section of the State. The chief objection to the law was, that it failed to supply the High Schools with teachers. The course of instruction in our colleges does not particularly prepare the students to become successful teachers in the Public Schools. They do not receive the necessary drill in elementary branches, and they receive no instruction whatever in the art of teaching. It is not easy to see how an extended course of study in the higher mathematics or in the dead languages, to the neglect of modern languages and the practical sciences, can prepare a young man for business life, or fit him to impart knowledge in the elementary branches of school education. The people already look more to the Common Schools than to the universities for that practical wisdom which leads to the successful development of industrial wealth. The school committees everywhere prefer trained or experienced teachers for the High Schools, and the law, for the purpose it was enacted, was a failure.

If the Commonwealth would provide some way to assist indigent and worthy young men to receive collegiate educations, great good might be done, and every friend of education would rejoice. This has not, however, become a part of our system of public instruction. It is very doubtful if the establishment of scholarships would be the best way of accomplishing this purpose. It would be far better to adopt some plan to open the doors of these institutions to all the youth of the Commonwealth. Then all odious distinctions would be avoided, and our present system of education be made broad enough to meet the wants of all the youth of the State. It would not require very large endowments, added to what has been already done by private munificence, to accomplish this great end. Every friend of education will hope that some benevolent person or class of persons may devote portions of their princely fortunes to this purpose. The course of collegiate studies could then be so modified and improved, as to be best adapted to the wants of the people and the times, and become the crowning glory of our system of education. May the

time soon come when free schools and free colleges may be established in every State of the Union, and the blessings of education be made universal throughout the land.

Some efforts have been made during the past year to organize a National Bureau of Education for the purpose of collecting and presenting to the people statistics showing the condition of education in our own country and in foreign nations. There can be no doubt, if the people could learn through some official and reliable source how intimately education and prosperity are linked together, that it would lead to the general establishment of free Public Schools in all the States. Then the people would understand more of government and have a clearer conception of their true interests, and would be less likely to be led blindly by selfish and designing men.

If the New England system of free schools had been understood and adopted a few years ago in all the States of the Union, the country would undoubtedly have been saved from a terrible sacrifice of life and property, to conquer traitors and suppress rebellion. If, in the future, we hope for lasting peace, there can be no better security than that which is founded on equal rights and universal education.

The Board of Education have cheerfully given their approval to the general plan proposed, and have aided, as far as they could, the efforts to establish the Bureau.

While we congratulate the people of Massachusetts on the general excellence of their Public Schools, and never cease to commend the noble spirit which animates the towns in all their efforts for general education, we are not insensible that great deficiencies and errors remain to be corrected, before we can claim perfection, or rest satisfied even with our present condition.

Many persons of sound judgment and extensive observation have come to regard the self-reporting system, widely adopted in our Public Schools, as of very doubtful propriety. The objection is that it encourages deceit and falsehood and tends to demoralize pupils. The success of a single pupil in improving his rank by a false report is a very dangerous example for the whole class. The spirit of emulation is thus brought to the aid of temptation. It is a great trial for a spirited young scholar to carry home to ambitious parents a low report, when a little deceit, such as others practise, will save him from mortification. Deceit and falsehood should never triumph over honesty in the school-room.

It is important to develop in scholars a high standard of honor, and they should feel that they can be trusted ; but there should be no system in schools where dishonesty has advantages over truth. Unless the self-reporting system is carefully guarded it will lead to great abuses. If all false returns could be discovered and corrected, and timely punishment inflicted, the danger would be greatly reduced ; but the great mass of teachers have not the time or the ability for investigating and detecting frauds. It is certainly far better for the teacher to make up his own reports, however imperfect his materials may be, than to tolerate a system which may undermine the morals of his pupils, by rewarding falsehood and degrading truth. Knowledge will be of little advantage to the coming generations without character ; and while we enlighten, we should also fortify and strengthen the youthful mind.

There can be no doubt of the absolute necessity of *system* and *discipline* in our Public Schools ; but it is also true that too much form and ceremony will greatly impair the benefits of study. School exercises should not ever be so mechanical as to become a mere grinding process, where all the pupils are made to work in an iron collar cast in precisely the same mould. Children should be educated in this country to become free and independent men and women. It is not drill alone which they need ; they must be tuned and toned for the duties of life ; be developed in character as well as in knowledge. They should learn to walk alone and be fitted to bear burdens ; to observe things and draw conclusions for themselves. Whatever best promotes these ends, will be most valuable in our system of education. If the tendency of things anywhere is towards such rigid forms, it cannot be watched by the friends of education too carefully. School life is not camp life, and no mere machinery can move the human mind.

It is also true that whatever system of school government operates really to degrade a pupil in his own estimation or in that of others, should not be commended. School government should no more be despotic than any government. Whenever a teacher relies upon mere force to control scholars, instead of that influence derived largely from affection and respect, and inspires fear of punishment rather than a desire for improvement, his usefulness may well be considered at an end ; and when a pupil is found too vicious to appreciate the law of kindness, it is far better that such

a person should leave the school, than that the school should lose the influence of that law. We should be very slow to acknowledge that the large majority of scholars in our schools should be exposed to be treated like criminals, because there are a few who deserve such treatment. The best course lies in the happy medium, with just enough of force to insure obedience, and at the same time harmonize with those other influences of trust and confidence so important in training an independent mind.

There is great reason to doubt whether the modern practice of congregating large numbers of pupils in one building, is wise or prudent, even in our most populous places. The erection of grand and lofty school-houses may be evidence of good taste and public enterprise, and they may stand as monuments of the faith of our people in popular education; but they may not best promote the health, happiness or improvement of the thousands of pupils who are crowded into those great temples of education. The true friends of free schools will never be gratified with any demonstrations of public favor which unnecessarily increase the public burdens and induce a withholding of sympathy and confidence by the masses of the people. Though large and costly edifices may be erected in the cities without apparent injury, if the example should be followed in the country towns, it would appear extravagant and unwise, and the cause of universal education would suffer. While everything should be done everywhere for the comfort and convenience of the scholars, and to multiply the blessings and advantages of the school-room, it is best that attempts at merely architectural display should be confined to those places where the people justify them, without creating any conviction in the public mind that it is a part of our Public School system which it is wise to imitate. It is difficult to see how it can be made necessary, wise or prudent anywhere in our country to crowd together eight hundred or a thousand children of all ages and both sexes into a single building five or six stories high, for purposes of education, and there is reason to fear that in the end this growing practice will tend to produce a re-action in the public mind. The calculating public will be brought to believe that the public money is not expended for educational purposes, and that the children will be better off in safer places with purer air and more parental government. It may not be easy to answer these objections. The subject is worthy of careful consideration and the most deliberate judgment.

Another great defect in our system of education is, that in most of our schools we attempt to do too much and to go over too much ground in the limited time devoted to school life ; therefore the elementary branches are neglected and the foundations of good education are superficially laid. The ornamental and higher branches of study, as they are called, have peculiar charms for the teacher and the pupil, and the child's progress is often measured not by his thorough knowledge of elementary principles, but by the number of advanced studies he has pursued. Our Public Schools are not intended to supply the places of universities or take a very broad survey of the whole field of human knowledge. They are rather preparatory, to provide for the people those elements of knowledge everywhere essential in the journey of life, and to point the sure way to future attainments.

When a young man can read, and spell, and write and reckon well, he has a good education ; it would be difficult to find any higher or more useful attainment in the whole realm of study. Without these, any great proficiency in learning is impossible ; with them, the way is open to the broadest and most comprehensive acquirements. They should be made the first and great aim through the entire course of school education, and the committees and teachers of all our schools, and especially the High Schools, should feel and understand that if these are neglected or omitted, their most important duties are unperformed.

Notwithstanding these things the Commonwealth has abundant evidence of the inestimable advantages of her system of popular education. Her industrial productions during the year ending May 1st, 1865, were more than five hundred and seventeen millions of dollars, earned on an invested capital of about one hundred and seventy-four millions. She has turned out from her soil and manufacturing establishments more than one and a half million of dollars a day, averaging about fifteen hundred dollars annually to each working or producing person.

The result must be gratifying to every friend of our educational system. It is true that industry has been greatly aided by the use of machinery. The work accomplished has been more than seven times as much as could have been done by human hands. But who invented the labor-saving machines ? Certainly our practical mechanics, who have received their education at the Public Schools. The elementary branches taught in all our

Grammar Schools are found sufficient to awaken genius and prepare the way to the highest attainments. Our ripest scholars and most cultivated men discover planets and write learned books on theology and science ; but the unfettered mind of the practical mechanic, stimulated by a desire for great success, applies itself to the invention of labor-saving machinery, and fills every department of industry with the fruits of his experiments. If we desire to increase the productions of industry, we must educate the people ; spread broadcast the seeds of knowledge and we shall reap a rich harvest of inventive genius and skilful labor.

A. H. BULLOCK.

WM. CLAFLIN.

DAVID H. MASON.

JAMES FREEMAN CLARKE.

JOHN P. MARSHALL.

ABNER J. PHIPPS.

WILLIAM RICE.

EMORY WASHBURN.

SAM'L T. SEELYE.

JOHN D. PHILBRICK.

Report of the Visitors of the Framingham Normal School.

The Visitors of the State Normal School at Framingham, are happy to report that the school, in all its departments, has been in a prosperous condition during the last year, and has fully sustained its former reputation for efficiency and good teaching. There have been 158 members of the school during the year. 26 pupils graduated in February last, and 25 in July, and 107 are now in attendance. The average ages of the advanced class are 20.6 years; of the first, 19.7 years; the second, 19.7 years; the third, 19 years; and of the fourth, 18.2 years.

Eight of the States, and eleven of the counties of this State are represented by these, viz.:—

Maine, 3; Massachusetts, 139; New Hampshire, 9; Illinois, 1; New York, 1; Michigan, 1; Connecticut, 1; Rhode Island, 2, and Sandwich Islands, 1.

Middlesex, 63; Worcester, 46; Suffolk, 8; Norfolk, 6; Plymouth, 6; Hampden, Franklin, Hampshire, and Bristol each, 2; Dukes and Barnstable each, 1.

The towns and cities represented are as follows:—

Framingham, 15; Worcester, 8; Newton, 4; Northborough, 3; Marlborough, 6; Boston, 5; Westborough, Milford, Hudson, Fitchburg, Wayland, Holliston, East Abington, Chelsea, and Bedford each, 3; Natick, 4; Hopkinton, Concord, Needham, Holyoke, Wrentham, Braintree, Orange, Plymouth, Millbury, Blackstone, Holden, Princeton, Clinton, Bolton, Upton, Stow and Attleborough each, 2; Weston, Acton, Charlestown, Grantville, Cambridgeport, Townsend, Dover, Medfield, Chilmark, Provincetown, Ware, Monson, Halifax, Shrewsbury, Grafton, Petersham, Northbridge, Southborough, Leominster, Templeton, Hubbardston, Ashburnham, and Brookfield each, 1.

The occupations of the parents of these pupils, so far as ascertained, are as follows, viz.:—Farmers, 60; merchants, 20; mechanics, 8; manufacturers, 5; carpenters, 4; boot and shoe makers, 4; ministers, 3; physicians, 3; masons, 4; clerks, 2; tailors, 3; lumber dealers, 2; collectors, 2; brokers, 2; machinists, 2; blacksmiths, 2; sergeant-at-arms, 1; captain U. S. army, 1; hotel keeper, 1; ship-owner, 1; baker, 1; butcher, 1; stable keeper, 1; dentist, 1; postmaster, 1; engineer, 1; teacher, 1;

agent board of education, 1; laborer, 1; grain dealer, 1; pencil maker, 1; architect, 1; sugar planter, 1; sea captain, 1; road commissioner, 1; factory overseer, 1; lawyer, 1.

The health of the pupils has been such as to justify the character for salubrity of the locality of the school, and creditable to the care and oversight which have been observed in respect to their study and out-door exercise.

Several important changes have taken place in its corps of teachers, which it is proper to notice in detail. Miss Sturtevant's health failed during the first term of the year, and the school had cause to regret the loss consequent upon her resignation. In consequence of the change in the organization of the school which will be hereinafter noticed, Mr. Bigelow's connection with it terminated at the close of the summer term. But the regret that the friends of education in the State might have felt at losing from the school the benefit of his long experience and acknowledged skill as a teacher, has been greatly relieved by the circumstance that he has thereby only been transferred from one field of usefulness to another, in which he is now successfully laboring in the noble profession to which he early devoted himself. Miss Bigelow and Miss Whitcomb resigned their places at the close of the summer term. The length of time for which the school had enjoyed the advantages of Miss Bigelow's instruction, and the high qualifications of both for the places which they had filled in its corps of teachers, give the Board cause to regret their resignation. They carry with them the kind wishes of the Visitors, and the hope that their services will not be lost to the cause of education.

Another of the late corps of teachers, Miss E. Gertrude French, with whom the Visitors had parted at the close of the last term, with an expectation of her resuming her place at the commencement of the present, was stricken with disease during the vacation, and news of her death has reached them while this Report was being prepared. It is not for the Visitors to speak of the deep sorrow which this event has caused to the many friends of Miss French in the school and elsewhere, but they would be doing injustice to their own appreciation of her claims upon their confidence and respect, if they forbore to recognize them here. Her qualifications for the place she had been filling in the school were of a high order. She had a calm and serene temperament, a

strong and cultivated intellect, and a sound and well-balanced judgment. Her attainments were liberal, and her tact and facility in communicating instruction and creating an interest in her pupils, had been witnessed by all connected with the school. These, added to the sweetness of her disposition, and firmness of purpose wherever duty called her, gave assurance that, if her life had been spared, she would have graced and dignified the calling of a teacher, to which on her graduation from the school she had earnestly devoted herself, and in which she had already achieved success.

These changes required the selection of new teachers to supply the vacancies thereby occasioned, and the Visitors would congratulate the Board that the corps, as now constituted, have proved worthy of the places which they so acceptably fill.

It is unnecessary to remind the Board that the improved condition of the schools in the Commonwealth, and the fact that more than seven out of eight of all the teachers employed in them were women, had for some time suggested the inquiry, whether one of the schools, which the State had established, and was maintaining for educating and preparing female teachers for these Primary and Grammar Schools, might not with propriety be put under the charge of one of that sex. The more the subject was examined, the more clear it became in the minds of the Board, that, even if it was to be regarded in the light of an experiment, it ought to be tried. The situation of the Normal School at Framingham, in a quiet, rural district, suggested that, at once, as the one in which the change, in this respect, might with the most propriety be made. And the measure met the unanimous action of the Board. They were very fortunate in securing for the place of Principal of the school, Miss Annie E. Johnson, who had already established for herself the character of an accomplished teacher, in the place of assistant in the same school. She had shown such evidence of her general fitness to take charge of it, that she was unanimously elected to the place, and has performed its duties for the current term, to the entire acceptance and approbation of the Visitors. Her assistants are Mrs. Frances A. Rich, Miss Ellen Hyde, Miss Charlotte C. Stearns, Miss Abby E. Worcester, Miss Elizabeth J. Hasbrouck, with Miss Amelia Davis, a pupil, who is employed a part of the time as teacher, and Miss Christina Chaplin, who is employed as a teacher of drawing. Mr. Brown continues to instruct in music. With this corps of teachers, the

school has been an acknowledged success during the current term, and has given every reasonable assurance that the feasibility and expediency of the present system of management are no longer to be regarded in the light of an experiment. The Visitors believe that all that the Board anticipated in favor of the change has been accomplished. They would venture also to hope, that with this success will come a corresponding conviction in the public mind, that if the work of training and educating the youth of the Commonwealth be worthy of the care and consideration of the government, and is of sufficient importance to call for legislation and the administration of law, and if those who engage in carrying forward this work are entitled to compensation, measured in any degree by the arduous and responsible character of its duties, it is but fair to inquire upon what ground of equity the same work, done equally well by two individuals, should be paid at altogether different rates, because the sex of one of these happens to differ from that of the other? It is not for the Visitors or the Board to answer this significant inquiry. But they would be doing injustice to what they have witnessed in the exercise of their duty, if they forbore to call the attention of the public mind to so plain and palpable an inquiry. They would not be understood as intimating a belief that the compensation of any class of our teachers is too high. On the contrary, in too many cases, it is altogether inadequate to the importance of the services which the profession of an educator deserves. They trust, however, that a new policy has been inaugurated, which will tend, in the end, to do nearer and more equal justice to both sexes in the business of education. They are encouraged in this, from the circumstances under which the present Principal of the Normal School at Framingham was inducted into office, as well as the manner in which the school has succeeded under her hands. The occasion was honored by the presence of His Excellency Governor Bullock, and other distinguished friends of education, and the hearty and thorough approval of the measure which he expressed in an able, eloquent and judicious address, carried conviction to the mind of every one who witnessed the event. Nor can the Visitors withhold their appreciation of the just sentiments and felicitous language of the governor in his appropriate reference to this school, and his earnest advocacy of the claims of our system of education upon

the public favor, in his address to the legislature at its present session. The Visitors would be inexcusable if they forbore to acknowledge the aid which the school has derived during the last term from the gratuitous services of its friends. Professor Atkinson, of Cambridge, and of the Technological Institute, of Boston, has not only delivered three valuable and interesting lectures to the pupils, but has raised, through the liberality of others, the sum of \$150, which he has expended in a most judicious selection of books for the library of the school. In this department, however, the school is still sadly deficient, the whole number of volumes, of practical value to the pupils, not exceeding five hundred. And it is to be hoped that the defect may ere long be supplied from some of the multitude of suitable works which are being provided for the wants of the public. Valuable and interesting lectures have also been made by George B. Emerson, LL. D., the Hon. Joseph White, Secretary of the Board, Mr. Northrop, Agent of the Board, and three lectures upon special topics were made by one of the Visitors. No important repairs have been necessary upon the school-house during the past year. But it has been found that a new furnace was requisite, in order to keep the house tolerably comfortable during the severe weather of the winter, and the Visitors have accordingly procured one to be placed in the building.

The Visitors are, moreover, often reminded by those who understand the matter better than they themselves do, that a new pianoforte is much needed by the school, in order to carry out their system of instruction, if, as at present, it embraces music. To give up that branch at this day, would be doing injustice to the pupils. But the withholding the proper means of carrying it out, is little else than defeating indirectly what is directly promised in the programme of what is to be taught there.

So far as a duty has devolved upon the Visitors, they have not only endeavored to do it, but have derived, in turn, great pleasure and satisfaction in the repeated visits which they have paid to this school. They believe that the present teachers have been ready and desirous of carrying out their wishes, so far as they have been in accordance with the purposes and design of a Normal School. There was danger originally of attempting to make these schools into a class of superior High Schools, where classes should be taught in branches, which were not within the range of instruction in the Common Schools of the

Commonwealth. This has not been in accordance with the judgment of the undersigned Visitors, nor have they encouraged such an idea in the school at Framingham. On the contrary, they have regarded the school as a seminary wherein young women were to be taught, and trained to teach, in turn, the pupils in the Primary and ordinary schools of the State, and that to do this, they must not only be made familiar with the elementary branches of instruction, but must learn how to make those whom they are to teach, alike familiar with these. It is of questionable utility, to say the least, to put children in charge of a teacher who cannot or will not do this. And inasmuch as the time assigned as the regular period of instruction in the Normal Schools is but two years, there can be but a limited opportunity, at best, to pursue the higher branches of education within so brief a period. If either, therefore, had to be sacrificed in any case, the Visitors have been of opinion that it ought not to be the elementary branches. And they make this statement in justice to the school and its teachers, if any one should fail to find that proficiency in some of the higher departments of instruction, which they might, at first thought, expect to find in a State institution. These schools, they repeat, are not High Schools nor Colleges, but are training schools, where earnest and ingenuous young men and women may fit themselves, without charge for tuition, to supply that instruction which our Common Schools are designed to afford.

It is grateful to know that the public are every year becoming more and more appreciative of the benefits of such a training. The demand for teachers who have had the benefit of Normal instruction, is increasing every year, and the supply is already inadequate to the demand. It augurs well for the Commonwealth and our common country. It shows a growing appreciation of the system of education, which lies at the foundation of our national existence. The process of educating them that is now going on among the new-made citizens of the South, will, in the end, if kept in vigorous action, be more potent in working out the true policy of *reconstruction* of our Union, than the scheming of a thousand politicians, for it is the only process which can raise the down-trodden victims of a pernicious institution, to the dignity and capacity of freemen.

D. H. MASON.

E. WASHBURN.

Report of the Visitors of the Westfield Normal School.

The Visitors are gratified in being able to report that the Westfield Normal School is increasingly prosperous. The number of pupils this year has been larger than in the previous year, and the Board of Instruction have given new evidence of their rare qualifications for the work assigned them, and of their fidelity and efficiency in the prosecution of that work.

The kind of instruction which is required in our Normal Schools demands a thorough preparation on the part of the teacher; a familiar acquaintance with methods of teaching, as well as with text-books; sound judgment in respect to those methods; and ability to apply principles to practice in the art of teaching.

In all these respects the Principal of the Westfield Normal School, and his entire board of assistants, are all we could desire. They have occupied their present positions long enough to become fully acquainted with their work. Under the direction of the Principal, a plan of instruction has been developed, admirably suited to the objects to be attained, and the assistants enter into this plan heartily and earnestly, and the result is, harmony, unity of effort, efficiency and success.

It is to be hoped that we shall be able to retain the present Board of Instruction for many years to come.

The statistics of the school are as follows:—

Number of pupils admitted to the school the past year is—

Ladies,	70
Gentlemen,	3
Total,	73

Average age of those admitted—

Ladies,	18 yrs. 4 mos.
Gentlemen,	19 “ 4 “
General average,	18 “ 5 “

Number who taught before entering—

Ladies,	26
Gentlemen,	2
Total,	28

Number in attendance—

Ladies,	131
Gentlemen,	10
Total,	141

Number of graduates,—

Ladies,	30
Gentlemen,	5
Total,	35

Of those in attendance—Hampden County furnished 52; Berkshire, 24; Hampshire, 21; Franklin, 11; Worcester, 11; Middlesex, 2; Essex, 1; Norfolk, 1; Suffolk, 1; Ohio, 1; Connecticut, 9; New Hampshire, 4; Vermont, 2; New York, 3; Pennsylvania, 1; Minnesota, 1.

Occupation of Parents.—Farmers, 34; mechanics, 7; physicians, 1; merchants, 8; agent, 1; manufacturers, 10; cattle dealer, 1; postmaster, 1; missionary, 1; clergymen, 2.

Number of students who have received State aid—

Fall and winter term,	40
Summer term,	52
Total,	92

Whole number who have graduated since February, 1855, . 385

The demand for the graduates of this school is constantly increasing, and now far exceeds the supply; and the success of the graduates in their work is highly complimentary to the teachers, and the best endorsement of the wisdom of the Commonwealth in the establishment and maintenance of Normal Schools.

The Board of Instruction remains the same as last year, viz.:—J. W. Dickinson, A. M., Principal; J. C. Greenough, A. B., J. G. Scott, A. M., Miss M. Mitchell, Miss A. V. Badger, and Mrs. Dickinson.

Instruction in music has been given by Mr. Scott, and the gymnastic exercises have been under the direction of Miss Mitchell.

Three very interesting and valuable lectures on Civil Polity, have been given during the year, by the Secretary of the Board of Education.

Dr. Lowell Mason has given several lessons in singing to our Normal School, and several to our School of Observation.

These lessons were elementary, and of the highest value to both schools.

Dr. Mason has supplied both schools the last year with his Elementary Singing Books, and the Normal School with his "Book of Psalms," arranged for responsive reading.

We feel under great obligations to Dr. Mason for his teaching exercises, and his donations of books.

Professor Niles gave to the school two very interesting lectures on the origin and structure of limestone rocks.

These lectures and lessons have all been given free of charge to the State.

Professor George Walton has also supplied our School of Observation with his excellent arithmetics without charge.

The libraries connected with the school have been enlarged by donations from Hon. H. L. Dawes, Rev. George Felton, C. A. Richardson and W. R. Stocking.

Valuable additions have also been made to the Cabinet of Minerals, and to the collections in Zoölogy and Botany. Generous contributions have been received from William H. Foote, William Atkins, Henry Holland, L. Lewis, and W. H. Lamson, of Westfield; F. A. Holcomb, of Granby, Ct.; J. H. Haldeman, of Pa.; and Miss Martha Ayres, of Macon, Ga.

The thanks of the Board of Visitors is hereby presented to these contributors, for their valuable donations.

The appropriation of \$2,000 by the last legislature for a new fence around the school grounds, has been expended under the direction of the Visitors. Mr. George Green, of Westfield, was the architect and builder, and it is due to him to say, that he has executed the work in the most satisfactory manner. The fence erected is a model of strength and beauty, creditable to the skill and fidelity of the builder, and an ornament to the school grounds, and to the town.

An appropriation was made last year by the legislature, in accordance with a request of the Board of Education, for the support, in part, in connection with the town of Westfield, of a "School of Observation." With respect to the operations of this school, we beg leave to quote the following extracts from the report of the Principal:—

“ In this school there are three departments, consisting of what are called the Primary, Intermediate, and Grammar departments. The three departments are under the charge of teachers who have graduated from the Normal School, and who have had experience and success in teaching. Under the care of such teachers, these schools are able to exhibit to the eyes of the Normal pupils, the result of a practical application of the principles taught in the Normal School. By observing such a school in all its relations, the Normal student is able to gain clear notions from the abstract teaching he receives in his own classes. The students in the graduating classes of the Normal School, can pass from a discussion of principles and methods, to an observation of their application. They can study the organization and classification of these schools. They can observe modes of school government, and the effect upon the governed. Thus a visible illustration of the abstract principles that constitute the science of teaching, is faithfully presented to the Normal pupils by the School of Observation. The importance to the Normal students of this visible illustration cannot be over-estimated. Seeing affects the judgment so much more readily and completely than abstract reasoning, that this school accomplishes what cannot be easily accomplished in any other way. It removes doubts, conquers old prejudices, and substitutes in their places, faith and knowledge and enthusiasm.

“ The effect already produced upon the Normal School by the School of Observation, is marked and satisfactory.

“ The Normal School has received an impulse that nothing but this school could have given to it, and the training now given to the Normal pupils, is more complete and practical than ever before. I sincerely hope the Board of Education will judge it best to make another appropriation of \$500 for the support of this school.”

We heartily concur with the Principal in these views, and would recommend to this Board, to request of the legislature, an appropriation of \$500 for the support of this school the ensuing year.

WILLIAM RICE.
S. T. SEELEY.

Report of the Visitors of the Normal School at Bridgewater.

The Visitors of this school are happy to report that its condition and prospects are good, and the present corps of teachers appears to be able and efficient. During the last few years we have observed a constant improvement in this school, and we believe that its success is gratifying to all who are interested in its welfare.

The statistics, as procured from the Principal, Mr. Boyden, are as follows :—

	Males.	Females.	Totals.
Number admitted in March,	8	15	23
“ “ in September,	8	12	20
“ “ during year,	16	27	43
“ who had previously taught,	5	9	14
“ in attendance the first term,	19	59	78
“ “ “ second term,	22	53	75
“ of different pupils for the two terms,	27	73	100
“ of graduates first term,	2	10	12
“ “ “ second term,	1	6	7
“ “ “ during the year,	3	16	19
“ “ “ since commencement of school,	—	—	975
“ “ “ adm'ted since c'mmenc't of school,	—	—	1,542
“ who have received aid from the State,	10	18	28

Average age on admission, 21.7 yrs. 19. yrs. 19.9 yrs.

The pupils admitted during the year have come from the following places :—Bridgewater, 4 ; Fall River, 3 ; Middleborough, 3 ; Boston, Carver, Fairhaven, North Bridgewater, 2 each ; Abington, Beverly, Cambridge, Dighton, Fitchburg, Freetown, Marblehead, Nantucket, Newburyport, Newton, Plymouth, Provincetown, Randolph, Reading, Salem, Templeton, Westport, 1 each ; Newport, (R.I.,) 2 ; Barrington and Manchester, (N.H.,) Catskill, (N.Y.,) Ware House Point, (Conn.,) and East Machias, (Me.,) 1 each.

The occupations of their fathers have been stated as follows :—Farmers, 14 ; clergymen, 3 ; shoemakers, 3 ; mechanics, 3 ; traders, 3 ; sea-captains, 2 ; seamen, 2 ; engineer, color-maker,

grocer, hostler, jeweller, laborer, lumberman, moulder, miner, miller, manufacturer, saddler, 1 each.

Of the instructors in the school at the time of the last report, the following remain in service:—Albert G. Boyden, A. M., Principal; Miss Eliza B. Woodward, and Mr. George H. Martin, assistants; and Mr. Hosea E. Holt, teacher in music.

Several changes in the corps of instructors have occurred during the past year. At the commencement of the spring term Mr. Solon F. Whitney, who, for two and a half years, had occupied the position of first assistant in the school, resigned his place to accept the Principalship of the High School in Watertown.

The number of teachers was increased at this time by the appointment of two more lady assistants, Miss Emeline F. Fisher, and Miss Ellen G. Brown, both of them recent graduates of the school. Their success has shown that we made a very good selection.

At the close of the spring and summer term, Miss Charlotte A. Comstock, who, for more than two years, had rendered most efficient service as an assistant teacher, was induced, by the offer of a much larger salary than she was receiving here, and very much to our regret, to resign her connection with the school, and accept the appointment of first lady assistant in the State Normal School, at New Britain, Connecticut.

At the commencement of the fall term, Elisha H. Barlow, A. B., a recent graduate of Amherst College, was appointed first assistant. Early in December our ranks were again broken by the sudden resignation of Miss Brown to accept a position in one of the schools in the city of New York, and we were constrained to relinquish her services which we would have gladly retained.

The Board of Instruction, at the present time, consists of the Principal and four assistants, two gentlemen and two ladies.

Lectures and addresses have been delivered to the school during the year by Hon. Joseph White, Secretary of the Board of Education; George B. Emerson, LL. D., Treasurer of the Board; Rev. B. G. Northrup, Agent of the Board; Hon. John D. Philbrick, a member of the Board; and Mr. Hosea H. Lincoln, Principal of the Lyman Grammar School in East Boston.

The teachers and pupils of the school desire to express a sense of their obligation to these gentlemen for their efforts in our behalf.

Contributions to the libraries and cabinets have been made by the following persons, viz. : George B. Emerson, LL. D. ; Hon. Joseph White, Hon. Charles Sumner, Messrs. O. Ditson & Co., Messrs. George R. Russell & Co., of Boston ; Hon. Henry Wilson, of Natick ; Messrs. Harper & Brothers, Messrs. Ivison & Phinney, Messrs. Mason Brothers, of New York ; Messrs. Sower, Barnes & Potts, of Philadelphia ; Lewis Holmes, Esq., Bridgewater ; Messrs. George F. Andrews & Co., Plymouth ; Augustus T. Jones, North Bridgewater ; John D. Billings, and C. Irving Fisher, Canton ; William H. Russell, Dartmouth ; and Miss Laura A. Leonard, Middleborough. We desire to express our thanks to these contributors for their generous gifts.

The special appropriation for chemical and philosophical apparatus, granted by the last legislature, has been applied in part, and will greatly increase our facilities for imparting instruction in these branches. An earnest spirit is manifested by both teachers and pupils, and we believe the school was never accomplishing a better work. Mr. Boyden, the Principal, says :—" The greatest difficulty with which we now have to contend, is the *high price* of board, and the *difficulty* of *obtaining suitable* board for all our students. Something must be done, either by public or private enterprise, to remedy this difficulty."

The Visitors lament the necessity of so many and frequent changes in the corps of instructors. This, however, will continue until the State enables us to offer higher salaries to our teachers than they can obtain elsewhere. We lament our loss, but not the fact that the remuneration of skilled instructors is continually being advanced. The Normal Schools of Massachusetts ought to offer such inducements as to secure the very highest ability in the land, else they cease to *be* Normal Schools. Wherever a city or town can obtain better teachers than the State, the town school passes by ours and becomes the Model School. Either the State Schools should be what they profess to be,—the leading schools and examples of the highest art in education, or they do not accomplish their ends.

Respectfully submitted.

JAMES FREEMAN CLARKE.

JOHN D. PHILBRICK.

Report of the Visitors of the Salem Normal School.

The statistics of the Normal School at Salem for the year 1866, are as follows:—

1. The whole number of pupils since the opening of the school, Sept. 13, 1854, is 1,005.

The number of pupils in attendance during the first term, 136; during the second term, 137; number of different pupils in the year, 135.

2. Class admitted Feb. 28, 1866, 35. Average age, 18.44 years. Class admitted Sept. 6, 1866, 49. Average age, 18.41 years.

3. Of the 84 pupils admitted in 1866, Salem sent 10; Gloucester, 5; Chelsea, 4; Beverly, Lowell, Lynn, Marblehead and Swampscott, 3 each; Newburyport, Saugus, North Reading, Tewksbury and Taunton, 2 each; Billerica, Blackstone, Brighton, Canton, Danvers, Dedham, Fall River, Franklin, Freetown, Hanover, Hingham, Ipswich, Lawrence, Littleton, Lynnfield Centre, Malden, Melrose, Methuen, New Bedford, North Chelsea, Weymouth, Plymouth, Rockport, Stoneham, Topsfield, Chelmsford, Westford, Worcester, 1 each; Wolfborough, N. H., 3; Candia, Durham, and Franklin, N. H., Bremen, and Ellsworth, Me., Hartford, Ct., Fort Lee, N. J., and Wilkins, Pa., 1 each.

Of the 185 pupils present during the year, Essex County sent 102; Middlesex, 27; Bristol, 11; Suffolk, 8; Norfolk, 5; Worcester, 4; Plymouth, 4; Barnstable, 3; Maine sent 6; New Hampshire, 9; Connecticut, 1; New Jersey, 1; Pennsylvania, 2; Illinois, 1; London, Eng., 1.

4. The fathers of the pupils admitted during the year, are by occupations, as follows:—Farmers, 12; sea-captains, 8; clergymen, 6; merchants and traders, 6; shoemakers, 4; physicians, 3; grocers, 3; machinists, 8; tailors, 2; carpenters, 2; leather-dealers, 2; hatters, 2; manufacturers, 2; masons, 2; painters, 2; laborers, 2; officers in the U. S. army, 2; insurance agent, superintendent of schools, pianoforte maker, shoe-cutter, fisherman, bookkeeper, clerk, fish-dealer, engineer, depot-master, mariner, cooper, justice of peace, furniture-dealer, leather-cutter, wheelwright, ship-carpenter, clerk of court, unknown, 1 each.

5. Of the class admitted in February, 10 had taught school ; and of the class admitted in September, 12 ; total, 22.

6. Number that graduated January 31, 14 ; July 12, 25. A second degree was conferred upon two in January, and upon three in July.

7. Whole number of graduates of the school (22 classes,) 242.

8. In January, 21 pupils received State aid ; in July, 18 ; making 23 different ones for the year. The income of the Bowditch fund was distributed among 17 pupils.

9. Number of pupils present in the several classes during the first term of the year : Advanced class, 7 ; class A, (senior,) 28 ; class B, 27 ; class C, 35 ; class D, 39.

Number present during the second term : Advanced class, 4 ; class A, 26 ; class B, 30 ; class C, 25 ; class D, 52.

10. At the close of the summer term, Mary E. Godden and Miss Mary E. Nash, resigned their situations as teachers in the school. Miss Godden had for two years had the principal charge of the department of English language, which she conducted with great fidelity and success. Miss Nash had been connected with the school one year, during which she skilfully directed the exercises in drawing and physiology.

On account of ill health, Miss Mary E. Webb, who has long been a successful teacher in this school was obliged the last term, to suspend her labors. Her place was very acceptably filled by Miss Sophia O. Driver, a graduate of the advanced class of January, 1866.

11. The school has been favored with valuable lectures, by Hon. Joseph White, Prof. Wm. P. Atkinson, Rev. B. G. Northrup, Gen. H. K. Oliver, Rev. George D. Wildes, Prof. James C. Sharp, and H. H. Lincoln, Esq.

Contributions to the school library have been made by Hon. Thomas D. Eliot, of New Bedford ; Hon. Charles Sumner, of Boston ; Hon. Henry Wilson, of Natick ; Hon. J. L. Pickard, of Chicago ; Hon. John Swett, of San Francisco ; Hon. H. K. Oliver, and Charles W. Palfray, Esq., of Salem ; Prof. William P. Atkinson, of Cambridge ; George A. Walton, Esq., of Lawrence ; and R. S. Davis & Co., of Boston.

Valuable additions to the cabinet have been made by F. W. Putnam, Esq., and Charles W. Palfray, Esq., of Salem ; and Capt. J. F. McKim, of Mobile ; and by several members of the school.

The classes that graduated January 31, and July 12, 1866, added to the fund for procuring a telescope, \$24 and \$45 respectively, making the fund \$136.95.

12. During the year just closing, nothing has occurred to disturb the harmony which has prevailed in this school for so many years.

Among the teachers the most cordial good feeling has subsisted, with that healthy emulation which aspires to leave no duty unperformed.

With scarcely an exception the pupils have done all that could be reasonably expected of them in their studies, and the Principal has been obliged to moderate the zeal of some who were inclined to undertake more than they had strength to accomplish.

A spirit of kindness, cheerfulness, and earnestness has marked the intercourse and work of teachers and scholars.

13. The main room was originally furnished with sixty double desks, and one hundred and twenty chairs. The number of pupils during the present term has been 137,—making it necessary to provide temporarily for seventeen.

Four young ladies applied after the stated examination, and would probably have been admitted had there been room for them. Ten more double desks can be placed in the main room, which will accommodate twenty more pupils,—or one hundred and forty in all.

The cost of ten desks of the same pattern as those now in use will not exceed \$200.

An appropriation therefore of that sum is needed for desks.

14. A piano is also greatly needed in the lecture room. Here is where the drill exercises in music are conducted, requiring a piano accompaniment. The musical scales are on the wall of room, and cannot be conveniently placed elsewhere.

A portion of the pupils are obliged to go to this room also for calisthenics, as the main hall is not large enough to allow all to participate in the exercises at the same time. Music is needed in conducting this drill.

While Professor Crosby had charge of the school, he saved the State the expense of another piano by placing in the room one belonging to Mrs. Crosby. Since his resignation, an inferior instrument has been hired at two-thirds the usual rent, of one of the pupils, who has now left the school.

The Visitors believe it would be an economical measure to purchase a good piano for the school, and ask for an appropriation of \$300 for that purpose.

15. The Visitors would urge upon the attention of the Board, the need of additional apparatus for illustrating chemistry, and natural philosophy.

The plan of hiring a travelling lecturer with portable apparatus to visit the school a few times a year, and give a meagre outline of the main principles of these sciences, with a few experiments, may have been the best plan that could be devised under the circumstances, to meet the wants of the school in former times. The increasing interest everywhere in the natural sciences, makes it important that the graduates of a Normal School should know how to *use* apparatus, as well as to be acquainted with philosophical principles. This knowledge cannot be gained by all the pupils unless the requisite means are provided for the school.

Miss Tenney, who is untiring in her efforts to illustrate the subjects she teaches, has borrowed in Boston and elsewhere, much of the apparatus she has had occasion to use in her classes.

A large proportion of the High Schools in the State, are, in this respect, in better condition than the Normal School.

The Visitors believe the time has come when chemistry and natural philosophy should be taught and illustrated by the Normal teachers, with Normal School apparatus, and therefore ask for an appropriation of \$1,000 to be expended this year, for that purpose, in the Salem Normal School.

16. The subject of teachers' salaries has given the Visitors great anxiety during the past year.

It has come to their knowledge that such compensation, and other considerations have been offered the Principal as were supposed tempting enough to induce him to leave the service of the State, and again and again have the most efficient assistants been solicited to accept situations elsewhere at much higher pay than they are at present receiving. These teachers are now working too hard, and one more at least must be added to their number, or some of them will be breaking down under their severe labors. The large class, fifty-two in number, that entered this term, cannot be taught in one section but must be divided, and this virtually adds a *fifth* class to the school.

Can the State afford to lose the services of these accomplished and experienced teachers ?

Shall the teachers themselves be compelled to wait much longer to have the full value of their work recognized ?

Shall they experience every term the humiliation of seeing their pupils just graduated, with no experience, receiving much larger salaries than the State doles out to them ?

A few days ago a member of the present senior class was appointed an assistant in the Salem High School on a salary, the same as has been paid the last half year, to Miss Dodge, the first assistant in the Normal School, a lady, of large experience in teaching, and of extraordinary ability, and three young teachers of the last graduating class are actually receiving from \$150 to \$200 a year more than this same lady, who has for many years devoted her talents to the welfare of the Normal School.

The Visitors feel that it will be useless to attempt to maintain the high reputation of the school, if they must exchange these tried and efficient teachers for others of no experience.

These will, and ought in justice to themselves, accept the lucrative situations offered them, though their love for the Normal School would retain them in it, at a fair compensation.

The Visitors have assured them from time to time of their own confidence in the wisdom and justice of the legislature and the Board of Education, and their belief that an appropriation would be made the present year, which would be a generous recognition of the great good that has been and is being accomplished by this school.

Respectfully submitted.

JOHN P. MARSHALL.

ABNER J. PHIPPS.

FRAMINGHAM NORMAL SCHOOL.

[The Remarks of His Excellency, Gov. Bullock, and the Address of Ex-Gov. Emory Washburn, on the occasion of installing Miss ANNIE E. JOHNSON as Principal of the Framingham Normal School, September 4, 1866.]

GOV. BULLOCK'S REMARKS.

Gentlemen of the Board and Young Ladies.

I have on many accounts deeply regretted my inability to visit this institution earlier in the year. But that regret is now greatly mitigated by the opportunity to be with you upon the present occasion of so great interest, and to bear a part, by my presence rather than by much speaking, in the ceremony of inaugurating a new mode of making the Normal School system attractive and effective.

This system has now been in successful operation more than a quarter of a century. I have attributed its prosperity largely to two instrumentalities. First, during all this period the schools have been under the oversight and direction of a central Board, comprising gentlemen eminent among the people, fit for this great work, and self-sacrificing in this cause of causes, for the present and the future Commonwealth. And, second, the system began under the management of teachers distinguished for their ability, and has been at all times since kept in such hands.

The distinguished gentleman, one of my predecessors in office, illustrious equally in the practical and the ornamental departments of life (Governor Everett,) under whose administration these institutions were established, marked the new epoch in education by delivering an inaugural address. The last thing I did before coming hither was to read over that very striking address, and I was impressed, as I have often before been

impressed, by the freshness and originality which he at all times brought to his discussions of the subject of education, discussions ranging over his whole lifetime, and adapted with wonderful versatility to every occasion and to every grade, from the highest university to the commonest school of the land. I noticed that he treated the present topic with more than his wonted caution, derived from history and philosophy. He spoke of the system as an experiment, and discoursed under the evident restraints of a felt uncertainty as to the degree of public sympathy it might attract, and as to the public disposition to make appropriations liberal enough to carry it to the verge of reality and success. His words of counsel have sunk deep into the policy of the State, while his fears have disappeared like morning clouds before the rising culture which has kept pace with the general prosperity. The system has gone through many changes,—of locality, of specific plan of administration, of the measure of money appropriations, and of internal details with which you are familiar. But out of all these vicissitudes it has emerged to have and to hold to-day, in the confidence of the people, the position of the central, primary, and essential instrumentality of the entire system of schools in Massachusetts. I regard the Normal Schools now as much a certainty in the complicated yet unified organization of persons and things which we call THE STATE, as the legislative or executive or judicial department of the government. To invest these schools with all the requisite intellectual machinery the State now appropriates nearly thirty thousand dollars annually; and, I doubt not, will increase this amount to meet any reasonable demand. For one, I like this, and take it to heart. I do not believe we can expend too much in this way. I never did believe, and I never shall believe, that from the time of the apparently extravagant expenditure upon Solomon's Temple until now, too much money has ever been laid out on a church edifice, or that from now to the end of time too much of the same article is likely to be expended upon school-houses or school teachers.

I think that every observing person who has watched impartially the stages of our social progress for the last twenty-five years, must concede that in no calling or pursuit has there been greater advancement than in that of teaching; and that the Normal Schools have manifestly elevated the professional standard

in this department. The man who doubts this will doubt all progress,—will doubt the benefit of all education,—will be unhappy over a world now covered with a network of railroads and connected in all its parts by the daily communication of a weird tongue which speaks under the seas to all people,—and he ought henceforth to have another world and another civilization all his own. We have nothing to do with any such. All men who are fit for our country and our time must agree that these institutions have added dignity and grace and power to the department of education.

And we are here to-day to establish, to mark, to consecrate another stage in this steady and beneficent progress. We commit for the first time to a woman's care and instruction one of these grand public institutions. The institution is worthy of any man or any woman; and I am happy to believe that the woman is worthy of the institution, of the cause it represents, of the consecration she comes here this morning to receive. As the official head of the Board of Education I need not say that they have arrived at this measure only after mature reflection and much deliberation, and I take pleasure in saying that the theoretical opinions derived from general philosophy and supported by general observation, which have brought them to the present conclusion, have been enforced and illustrated in this instance by the efficient and successful service of the lady into whose hands I now give the keys. We need not doubt that the experiment, if it can be called an experiment, will result in complete and triumphant success.

It is not a little remarkable, that while in all the avenues and retreats of domestic life we have appreciated the power of woman, and have made the recognition of it a part of our religion and of our rhetoric, in this broad field of education our action has been in advance of our theories,—and that the greater part of our schools have actually gone into the hands of female teachers before it has occurred to us to frame a theory in support of the practice. It looks a little as if our instincts had proved superior to our wisdom,—as if our conduct had outrun our logic, as I believe usually happens in practical life. It proves the power of these conquerors in the State, that noiselessly and without public observation they have taken possession of the school-houses,

where their success appears to be as absolute in shaping the characters of a rising generation of men, as it is afterwards in turning the men themselves to the best account. And thus we have it before us, as a great fact of social progress and public administration, that the best instructors, they who best develop the faculties which afterwards ostensibly prevail and rule in our affairs, are women, whom we have so long acknowledged rather as subjects for our protection than as moving powers of control and government. I speak of them as the best instructors, not to the exclusion of male teachers, and under the limitation of equality with males in acquired attainments and fitness. The induction of Miss Johnson to her office to-day is perhaps the first official and conspicuous announcement of a policy which appears to be founded on philosophical reasoning and on the results of a large experience.

And it is after all a promulgation of a policy which has much to support it in the analysis of the mind and heart of the sexes. I cannot at this time expand this topic. I trust, however, that some of the many gentlemen who go about and do the lecturing upon Education, while the women are doing so much of the teaching, will sometime favor us with a discussion that shall be worthy of this question. When they shall do that, they will portray those manifest and appreciable qualities, as well as those finer and more subtle qualities of nature and genius and art and culture and divinity, which make woman in many respects the best teacher; best by reason of her masterly power of patience, which is sought in the first and in the last solemn nursery of life,—best by her instincts, which are quite as safe as the common logic of men,—best by her greater industry, which no labor paralyzes,—best by her quicker perceptions, which are brought into beautiful play in all conversational or oral instruction, as well in the school-room as in the social circles,—best by her moral sensibilities, which neither physical exhaustion nor mental fatigue can dull,—by her radiant countenance, which reflects the soul and becomes a utility as well as a joy forever,—by the whole music of her nature, which makes the heart of the universal school-room of mankind to sing in tune with her own.

EX-GOVERNOR WASHBURN'S ADDRESS.

The circumstances and considerations by which the Board of Education have been led to adopt the change in the direction and management of this school, which has this day been inaugurated, have been so well and ably presented by those who have preceded me, that nothing is left to be supplied. And it remains for me, therefore, only to offer, in their behalf, a few brief suggestions upon one or two topics which seem to be naturally associated with the occasion. One of these is the position which the Normal Schools hold in our general system of popular education. They must from their constitution be regarded in the nature of a specialty. They supply no part of the scheme of free schools which the law originally contemplated as requisite for the wants of the people. Nor do they profess to occupy the place of our academies or private seminaries in furnishing the broader or more liberal culture which these are expected to provide. The purpose they have to serve is a special and peculiar one, and the time within which they are expected to accomplish it is the shortest in which it can reasonably be attempted to be done. Nor is it so much to contribute a given amount of learning, as it is to give to their teaching such a practical character that it may in turn act upon others through the agency of their own pupils. What pupils acquire here, can hardly fail to yield the fruits of liberal culture in their minds, although the instruction they receive is designed to have an ulterior bearing upon those whom they are themselves to teach. It is therefore not only to communicate useful and valuable learning to their pupils that these schools are maintained, but to explain to them practically the best mode of doing this, that they, in turn, may know how best to apply the processes of educating others, by knowing how they themselves have acquired the knowledge they possess. There is nothing in all this incompatible with the cultivation of science or literature for their salutary effect upon the individual pupil, or with the development of a refined taste or any of those qualities which give ease and grace in the amenities of social intercourse. These are among the legitimate fruits of any well-directed intellectual culture. What I mean by this, is, that while the scheme of instruction which is prescribed in these schools, tends, almost as

a matter of course, to the attainment of the graces and accomplishments of scholarship, it has a wider aim and a broader purpose in its practical bearing upon the education of the children in the State.

This gives rise to two inquiries: 1st, What are these pupils expected to teach to others; and 2d, How it is to be done? In answering the first, we approximate the solution of another inquiry, which becomes important in determining the proper functions of Normal Schools. For if it is their object to teach pupils how to teach, it is obvious that the things must first be taught to them, which it will be, in turn, required of them to teach to others. If, therefore, it requires a whole two years' attention to these particular branches and those immediately connected with them, to fit a pupil to become a teacher, it must, obviously, be unwise, to use no stronger term, to divert her attention and occupy her time upon others, however important they might, otherwise, be considered in the light of general culture. It would be wasting time, for instance, for her to attempt to master Greek or the higher mathematics, not because these are not important branches of education in themselves, but because she can only do this at the expense of what is indispensable for her to know, if she hopes to succeed in the profession she has chosen. The remark applies to any language or accomplishment, the attainment of which requires the pupil to sacrifice any of the qualifications which are essential to success. Nor does the proposition lose any of its force, although, here and there, there may be a pupil whose taste or superior advancement might seem to call for a more extended course of instruction. It is not possible to afford the extra instruction required in such a case, without taxing the teachers with an undue amount of labor, or doing injustice to the other pupils who are pursuing their regular course, or else adding to the present corps of instructors. The objection to the last is, that the public are not sufficiently educated to the importance of these schools, to be willing to appropriate money whereby such extra teachers can be procured or paid. One important step has first to be gained, and that is, to get the public up to the point of paying those who are already in the work. There is no class of labor so inadequately paid, if we regard its value and importance, as that of competent, well-trained teachers of schools. The public mind is, we are happy to believe, in the

process of being enlightened upon the subject ; and every good teacher that goes into the field, does something to bring sensibly before the people the miserable economy which refuses to provide a fair compensation for good instruction, merely because it is furnished by a woman, or because that of a poor quality can be had cheap. The true policy, therefore, in respect to the number of subjects to be studied in these Normal Schools, is to limit them to what can be fully, thoroughly and accurately taught by such a corps of teachers as can be employed and reasonably paid.

If now we turn to the other part of our question, as to how these subjects are to be taught, we shall have to consider what is the condition of those of whom the Normal pupils are expected to have charge. Our tables of statistics inform us that a large proportion of the children in attendance upon our common schools are of an age to be able to take only the primary and early steps in the curriculum of school instruction. Taking the census of 1860 and adding to those who are set down there as being between five and ten years of age, the 5,000 who were in attendance, the last year, under the age of five, and we have a total of more than 130,000 under the age of ten. I need not say in this presence, that the instruction of these must, emphatically, be elementary. Much of it must be in the very rudiments of knowledge. And if we go still further and include those between ten and fifteen, we embrace comparatively but few, especially in the country districts, who have advanced beyond the simpler branches of school education. It is to supply teachers for pupils of this grade that the Normal School was chiefly intended. But it may be asked, if this is all that a teacher is expected to accomplish, what is the occasion for speculating how she is to teach what must be so simple and easy to acquire ? If teaching was simply mechanical, treating all children alike, and putting them through a daily drill like that of a company of raw recruits, if calling words was reading, and working out a sum in fractions or the rule of three, was mastering, to any appreciable degree, the science of mathematics, I might be willing to concede that it mattered little how the teacher taught or the pupil learned these lessons. We might admit with Dogberry that "reading and writing comes of nature," and the old alliteration of the Rs, "*reading, riting and rithmetic*," might be easily acquired. But the more the Normal pupil studies into this matter, the more she

perceives that there is a science in every step of intellectual training, and the more anxious she becomes to discover its laws and how they are applied. And she soon perceives that to do this successfully, she must be morally and intellectually, as well as liberally, trained herself. She must have command of the same powers in her constitution, which she expects to reach and control in that of her pupils. She must have disciplined powers of attention. She must not only be able to get knowledge, but must be able to trace the steps and processes by which she gains it, and to make others understand and know how to apply the processes by which they too may acquire the knowledge which they seek. Then, again, her judgment must be trained, her sympathies awakened, and her faculties, generally, so far under her control, as to be brought into lively and vigorous exercise at will. One of the main difficulties to be encountered in making an accurate scholar is, that he does not know how to study, till he has been taught. And one of the earliest lessons which a teacher has to make a pupil understand, is what the process of study is. The Normal School aims to supply this very kind of instruction and training, which the pupil is, in turn, to apply to the children of her charge. And it is for this purpose that the State is careful to provide for them skilled teachers of experience and tried capacity. They deal with their pupils by laying open to their own comprehension the constitution of their own minds, and the processes by which they gain and use knowledge.

But the time in which this knowledge is to be acquired, is limited to some eighteen months of actual study, and it is hardly necessary to repeat, that the topics which can be thoroughly and effectively taught within that space of time, must, necessarily, be few. Having reference to what their pupils are to teach again, these subjects divide themselves into two classes. One of them relates to what, in the process of learning, becomes incorporated, as it were, into the mind of the learner, so as to render what is acquired, as it were, intuitive, ready for use without any conscious mental effort. Of this character is the knowledge we get of letters in reading or writing. We forget the slow process by which we originally attained to the name and form and sound of these, both singly and in their combinations. So it is with calling words, or reading aggregates of numeral figures, or repeating the tabular results which we learn by rote from the multiplication

table. I need not add how much of this learning is purely arbitrary. There is no process of *a priori* reasoning which could tell me, that a certain shaped figure was a letter, or that it represented a certain sound, or that the something called "C" when in connection with a certain other letter had a sound, to which we give the name of K, and with another took the sound of what we call "S." And yet these arbitrary sounds and combinations have to be carefully and accurately taught to the child at the very outset of his school instruction. Nor is it entirely easy for even a skilled teacher to do this effectually. She has got to exercise tact and judgment and skill to adapt her instruction to the capacity of her pupil. She has not only to gain his attention, but must make what she wishes to impress upon him, intelligible to his mind. Compare for a moment the modern method of analyzing the sounds and relations of letters, by writing them before the pupil's eye on the blackboard and repeating the corresponding sound, and the former mode of having him drawl out, letter by letter, week after week, in the process of what was called "learning his letters," a mere roll-call of hard sounds and arbitrary names.

So far, then, as this class of subjects is concerned, the teacher should aim mainly at precise accuracy, which is only to be acquired by imitation and repetition, under a rigid observance of definite rules. But when we go beyond these, to subjects involving reason and judgment as well as memory, in the conception and enunciation of thoughts and ideas which relate to them, something more than accuracy of recitation is required. And that raises the inquiry how far it is wise or necessary to make use of text-books. The question is an interesting one, and not without its difficulty. Learning a lesson out of a text-book and reciting it *memoriter*, as is too often done, does little to enrich or invigorate the mind. A learned recitation scholar is often a learned dunce. And yet the child when set to study, needs something to keep his mind steady, to give to it an orderly direction, to help him fix his attention, and to furnish him a principle of association and ready mnemonics. If the subject of instruction be at all abstract, few children can follow the teacher in an oral statement or a general proposition. Text-books help to supply these necessities of young scholars. Let the pupil learn his prescribed lessons, thoroughly and accurately, and let these be arranged in an orderly sequence,

and while he is training his memory, he is preparing to receive what his teacher ought to supply from her own well-stored mind. The lesson, in that way, serves for her text, and is to be illustrated and enlivened by such familiar examples and explanations and inquiries, as will open to the mind of the pupil new thoughts, and render what he has been studying intelligible and interesting. And a recitation of this character, instead of being, as it too often has been, a dull, sing-song, meaningless thing, becomes the pleasantest exercise of the day to both teacher and pupil. But to do this implies thought and preparation on the part of the teacher, as much as it does study on that of the pupil. And it is in return, a thousand times more inspiring to both, than a round of lessons varied only by the different degrees of dullness with which they are recited, or the different intensity of stupidity with which the pupil undertakes to master the words which he is trying to repeat.

Such are some of the hints, and they are merely hints, which are suggested by an occasion when our attention is called to the aims and purposes with which a band of high-minded, hopeful young women are preparing to enter the ranks of the noble profession of teachers.

But I may be met with something like a hint in reply, that this picture of a teacher's life is anything but attractive, from its want of excitement and interest. It would certainly be unfair to deal otherwise than frankly with any one of this class, as to what she is to expect when entering upon the duties and rewards of a teacher. And I am free to confess that there is much to justify the complaint of many in the profession, that it is a life of irksome routine, and that they are in danger of losing the proper stimulus to effort, by having to do with children whose minds are so much inferior to their own. This, however, is but a one-sided view of the question. And even if it presented all its bearings, what department of labor or industry, bodily or mental, is there, of which the same complaint of monotony and routine might not be equally just. It is true of the duties and cares of the family. It is true of labor upon the farm, in the workshop and the manufactory. And even in what are called the liberal professions of law and medicine, no small share of their duties are mere matters of routine.

Regarded in this light, it really seems to resolve itself into the question, which is preferable, to go through a certain round of operations upon matter, or to do the same thing with mind? The question, in such a presence, can hardly fail to answer itself. And then again as to the danger of belittling one's mind by such a pursuit. That must evidently depend upon the temperament and habits of the teacher himself. If he is of an indolent, unambitious nature, working only when he is obliged, and content in doing the least possible labor for the most he can get, it makes little difference in the end with the growth of his mind whether he cuts out shoe leather by a pattern, or tends a spinning-frame, or hears boys daily recite a certain number of lines or paragraphs. But if, in the intervals of his work as a teacher, he will go outside of this, into the world as it lies spread out before him, and take a part in what is being done and thought and said there, he has no occasion or chance to grow stagnant and rusty, or for suffering himself to subside into the type of Ichabod Crane or Dominie Sampson. Roger Sherman and Nathaniel Greene, of Revolutionary memory, were none the less capable to guide the councils or lead the armies of the Republic because they had spent their lives in the duties and details of the shop or the routine of daily industry. They had been trained and educated while doing this to other thoughts by the influences and circumstances by which they were surrounded. Think for a moment, when you begin to distrust the dignity of the employment which you have chosen as compared with that of any of your neighbors, of what that employment consists. Instead of forcing the reluctant earth to yield the flowers that bloom for a day, or the fruits that ripen and decay in a single summer, or spending your cunning skill to fashion of wood or metal the parts of a curious machine, you are helping to perfect an engine of power whose subtle elements no human sagacity has ever yet completely analyzed, and whose capacity no calculus has been adequate to measure. The flower which you are to cultivate, though it be cut down even in its unfolding, will be sure to bear seed in other gardens under a more skilful training. What, after all, is the most calculated to damp the zeal and cool the ardor with which a teacher enters upon her work, is the slow returns which come of her best directed efforts. She either grows weary in waiting for the seed

she has planted to spring up, or she finds it springing up on a stony soil, or being choked by the weeds and thorns that show a ranker growth. But this impatience is neither wise nor philosophical. Who that has planted the seedling oak can measure from day to day the growth that it is making? He waits, and in a few years the sapling has begun to assume the form and proportions of the tree, and, in due time, it rears itself in beauty and strength, till it stands unharmed by the storms that sweep over it. To measure what she has in fact done, the teacher should contrast the child just entering upon the mystic problem of syllables and words with the beaming face and cheerful alacrity with which he gathers up as he reads from the printed page the incidents of some tale or narrative, or the eager delight with which he listens to the simple truths of science which she unfolds to his attentive ear. Or if she would comprehend the more signal triumphs of her skill, in striking out as it were the spark of genius which may have laid dormant till some such kindly hand has awakened it to life, let her look at the men and women who are stamping the impress of their own mind upon the passing age, and reflect that the world often owes its richest treasures of intellect to some fortunate hint, some word of encouragement given by an earnest teacher to an ingenuous pupil. Nor need she stop even there. If she would take a full measure of the grandeur of that miracle which she is helping to work out in the broader field of a nation's life, let her contrast, for a single moment, this noble old Commonwealth of ours, with her free schools, with any of the States where slavery has been keeping the human mind locked up in ignorance and barbarism.

Nor does the position of a teacher suffer in comparison with other avocations in which men engage in the rewards which it offers to honorable personal ambition. I say nothing of it as an avenue to wealth, but of other encouragements which it offers liberal and generous minds. If we analyze the secret springs and motives for what we call ambition, it will be found that they resolve themselves into the love of power,—power, it may be, to do good, or power to control others; and what field is there which opens so wide a scope for an honorable ambition like this as the life and business of a teacher of the young? He may not command the wills or direct the policy of the masses by the power

of eloquence, the prerogative of office, or the leadership of a party ; but he does far more than this, in guiding the thoughts and directing the judgments and developing the powers of those who are so soon to constitute the living energy of a united people. And in this we should ever bear in mind there is nothing involving superiority of blood or birth. On the contrary, the chance of success in such a mission is with one who, starting in obscurity, has caught something of that spirit that spurns and soars above the accident of name or birth. Nor is there anything of sex in this power of the teacher to achieve success. If there is, it is in favor of the more refined sensitiveness and delicacy of organization of woman, which give her a readier access to the sympathies and sensibilities of the child. But whoever is engaged in a work like this, be it man or be it woman, is doing something towards shaping the character and destiny of the nation. The great conservative principle of a free government is education and the free school. I congratulate you, Miss Johnson, and your associates, and you, young ladies, on the distinguished presence of the honored chief magistrate of our Commonwealth, and these tried and true friends of education, and the evidence it gives of their appreciation of your services in the cause. I congratulate you that by the experiment this day inaugurated your sex is at last to have one fair field in which to vindicate the confidence which the Board of Education in behalf of the State have, that, in the learning and skill and patriotic sentiment of her daughters, the Commonwealth is to share an element of moral power which has never before been fully developed, and that she is in this way to gain new strength and energy to meet the growing demand for influences like hers in the life-struggle through which our country is passing. The free states of Greece did not lose their independence so much from the lack of intelligence and love of liberty in their men as for the want of the influence, the counsel and the equal companionship of virtuous and high-minded women. The sound of war is indeed hushed, but never has there been such a necessity for wise men and trained and educated teachers as the country feels to-day. Never has the influence of Massachusetts and her schools been more needed in the conflict with ignorance and a vicious political education, in which our country is involved, than they are to-day ; and never has woman been called to higher

and more responsible duties than those which devolve upon her in the part which she is acting as teacher and educator of the young to whom the ark of our liberties is so soon to be confided.

Take heart, then, every one of you, teachers and pupils, while following out the mission in these halls to which they have been dedicated, in the assurance that it is to be your *privilege* to form a part of that noble army who are battling for free thought and the honor and integrity of a nation of free men.

TREASURER'S REPORT.

BOARD OF EDUCATION.

FOR THE APPROPRIATION FOR STATE NORMAL SCHOOLS.

1866-7.	1866.	1867.	By cash received from State Treasurer,	By cash received from the Todd Fund,	
To cash paid for A. G. Boyden's salary,	\$2,500 00		Mar. 26, " "	\$7,000 00	
for his Assistants' salaries,	3,515 86		April 17, " "	7,000 00	
for cabinet and apparatus,	500 00		July 10, " "	5,000 00	
for music,	225 00		Oct. 6, " "	7,000 00	
for contingent expenses,	894 06	\$7,634 92			
Total expenses of the Bridgewater School,					
for D. B. Hagar's salary,	\$2,500 00		Jan. 2, " "	2,500 00	
for his Assistants' salaries,	3,680 00		Feb. 1, " "	357 84	
for carpets,	216 07				
for music,	250 00				
for contingent expenses,	855 02	7,501 09			
Total expenses of the Salem School,					
for G. N. Bigelow's salary for the 1st term,	\$1,147 70				
and to the end of the vacation,	500 00				
for Annie E. Johnson's salary for 2d term,	4,340 30				
for their Assistants' salaries,	250 00				
for music,	977 65	7,215 65			
for contingent expenses,					
Total expenses of the Framingham School,					
for J. W. Dickinson's salary,	\$2,500 00				
for his Assistants' salaries,	3,700 00				
for music,	150 00				
for contingent expenses,	866 90				
for school of observation,	500 00	7,716 90			
Total expenses of the Westfield School,					
for advertising in "Massachusetts Teacher,"	\$48 00				
to A. Nudge & Son, for diplomas,	31 07				
for lectures in 1864, omitted,	25 00	104 07			
		\$30,172 63			\$30,172 63

FOR APPROPRIATION FOR A FENCE ABOUT THE WESTFIELD NORMAL SCHOOL-HOUSE.

1866. July 7, 26,	1866. July 26,	By cash from State Treasurer,	\$2,000 00
To cash paid J. W. Dickenson,	\$500 00		
William Rice,	1,500 00		
	<u>\$2,000 00</u>		<u>\$2,000 00</u>
	\$2,000 00		

FOR THOMAS LEE'S DONATION FOR EXCELLENCE IN READING.

1866-7.	1866.	By balance from last year,	\$300 00
To cash paid for a teacher and pupils at Framingham,	\$87 30		
for pupils at Bridgewater,	57 81		
for pupils at Salem,	75 50		
for pupils at Westfield,	79 39		
	<u>\$300 00</u>		<u>\$300 00</u>

FOR APPROPRIATION FOR STATE AID.

1866. Feb. 8, March 3, July 6, 9, 10, 23, 1867, Jan. 11, 26, 31, Feb. 7,	1866. Jan. 10, 1867. 2, Jan. 2,	By balance from last year, By State Treasurer, By State Treasurer,	\$1,000 00 2,000 00 2,000 00
To cash paid A. G. Boyden, for Bridgewater,	\$500 00		
J. W. Dickinson, for Westfield,	500 00		
D. B. Hagar, for Salem,	500 00		
G. N. Bigelow, for Framingham,	500 00		
A. G. Boyden, for Bridgewater,	500 00		
J. W. Dickinson, for Westfield,	500 00		
To cash paid Annie E. Johnson, for Framingham,	500 00		
A. G. Boyden, for Bridgewater,	500 00		
D. B. Hagar, for Salem,	500 00		
J. W. Dickinson, for Westfield,	500 00		
	<u>\$5,000 00</u>		<u>\$5,000 00</u>

DR.

THE MASSACHUSETTS BOARD OF EDUCATION in account with GEO. B. EMERSON, Treasurer—Continued.

CR.

FOR APPROPRIATION FOR STATE SCHOLARS.

	1866.	To cash paid to—			1866.	By State Treasurer, By James F. Bixby, a State scholar, en- gaged, for one year, in other business than teaching in the State schools,	
June 13,		Edwin C. Sweetser, of South Reading, Class of 1866,		\$100 00	July 3,		\$3,600 00
July 6,		Hosea Morrill Knowlton, South Boston, of Class 1867,		100 00	May 8,		
6,		Edward Albert Perry, Marlborough, Class of 1867,		100 00			
18,		Byron Groce, East Abington, Class of 1867,		100 00			100 00
		All of Tufts College,					
June 20,		Albion Cate, of Winchester, Class of 1866,		\$100 00			\$400 00
		Justin Edwards Gale, Rockport, Class of 1866,		100 00			
		David Greene Haskins, Roxbury, Class of 1866,		100 00			
		James William Hawes, Chatham, Class of 1866,		100 00			
		Claudius Marcellus Jones, Worcester, Class of 1866,		100 00			
		Amos Morse Leonard, Stoughton, Class of 1866,		100 00			
		Otis Liscomb Leonard, Marshfield, Class of 1866,		100 00			
		Alfred Clarence Vinton, Boston, Class of 1866,		100 00			
July 10,		Sanford Harrison Dudley, New Bedford, Class of 1867,		100 00			
		Geo. Henry Tripp, Roxbury, Class of 1867,		100 00			
		James Henry Davenport, Roxbury, Class of 1868,		100 00			
		Daniel Henry Davis, Roxbury, Class of 1868,		100 00			
		Charles Fletcher Dole, Chelsea, Class of 1868,		100 00			
		Edwin Lawrence Sargent, Class of 1868,		100 00			
		All of Harvard College,					1,400 00
9,		Samuel J. Dike, of Salem, Class of 1866,		\$100 00			
		Charles R. Paine, Yarmouth, Class of 1866,		100 00			
		C. H. Parkhurst, Clinton, Class of 1866,		100 00			
		F. E. Burnette, Dudley, Class of 1867,		100 00			
		W. H. Cobb, Marion, Class of 1867,		100 00			
		Dwight J. Morrick, Chicopee Falls, Class of 1867,		100 00			
		Charles W. Park, Boxford, Class of 1867,		100 00			
		John C. Terry, Weymouth, Class of 1867,		100 00			
		All of Amherst College,					800 00
18,		Granville Hall, Ashfield, Class of 1867,		\$100 00			
		Obed H. Sanderson, Groton, Class of 1867,		100 00			
		Arthur F. Eggleston, Longmeadow, Class of 1868,		100 00			
		Edward W. Rice, Lee, Class of 1868,		100 00			
		All of Williams College,					400 00
		Balance to State Treasurer,					700 00
							\$3,700 00

FOR THE INCOME OF THE TODD FUND.

1866. Jan. & Feb. 1866-7.	To cash paid for music for 1865, Transferred to expense for charges,	Normal Schools, for music and other	\$327 22 1,314 79	1866. Jan. 1867. Jan. 19, 26,	By balance from last year's account, . By cash received from State Treasurer, . " " " " " " Balance due this account,	\$402 15 323 15 307 60 609 11 \$1,642 01
			<u>\$1,642 01</u>			

[E. E.]

GEORGE B. EMERSON, *Treasurer.*

We have examined the accounts of the Treasurer, as above specified, and find them correct.

D. II. MASON, Auditor.
A. J. PHIPPS, Committee on Accounts.

FEBRUARY 7th, 1867.

[E. E.]

GEORGE B. EMERSON, *Treasurer.*

We have examined the accounts of the Treasurer, as above specified, and find them correct.

D. II. MASON, Auditor.
A. J. PHIPPS, Committee on Accounts.

FEBRUARY 7th, 1867.

THIRTIETH ANNUAL REPORT
OF THE
SECRETARY
OF THE
BOARD OF EDUCATION.

SECRETARY'S REPORT.

Gentlemen of the Board of Education.

I present herewith the Thirtieth Annual Report of the Secretary. It is a source of peculiar satisfaction to be able to say that in no previous year since my period of service began, have I witnessed more decided and cheering tokens of a true and substantial progress in the department of Public Instruction than in the present. This appears in a generous increase of the amount raised by voluntary taxation for the support of the Public Schools; in acts of well considered and provident legislation; in the gradual changing of defective organizations for simpler and more effective ones; in the constant substitution of commodious, well lighted, warmed and ventilated school-houses, with suitable furniture and apparatus, for the ill-contrived and inconvenient structures of the past age; in the longer terms of service and higher remuneration of teachers; in the more watchful and thorough and more enlightened supervision of the schools and in the rapidly increasing demand for teachers of a higher capacity and more thorough training for their work. Some of these evidences of the progress of which I speak, it will be my business now to lay before you.

I first invite your attention to the following

Summary of Statistics for 1865-6.

Number of towns and cities,	335
Number of towns and cities making returns, all but one—Hudson, newly incorporated,	334
Number of School Districts,	2,258
Number of Public Schools,	4,759
Increase for the year,	10
Number of persons in the State between five and fifteen years of age, May 1, 1865,	255,323
Increase for the year,	8,048
Number of scholars of all ages in all the Public Schools in summer,	230,894
Increase for the year,	7,597

Number of scholars of all ages in all the Public Schools in winter,	231,685
Increase for the year,	2,171
Average attendance in all the Public Schools in summer, . . .	182,912
Increase for the year,	7,687
Average attendance in all the Public Schools in winter, . . .	187,358
Increase for the year,	3,896
Ratio of the mean average attendance for the year to the whole number of persons between five and fifteen, expressed in decimals, . . . . .	.73
Number of children under five attending Public Schools, . . .	4,783
Decrease for the year,	418
Number of persons over fifteen attending Public Schools, . . .	22,122
Increase for the year,	109
Number of teachers in summer; males, 415; females, 5,190; total,	5,605
Increase of males, 12; females, 128; total increase, 140	
Number of teachers in winter; males, 962; females, 4,695; total,	5,657
Decrease of males, 12; increase of females, 132; total increase,	120
Number of different persons employed as teachers in Public Schools during the year; males, 1,086; females, 6,512; total,	7,598
Increase of males, 14; of females, 217; total increase,	231
Average length of the Public Schools,	seven months and nineteen days.
Increase for the year, two days to each school.	
Average wages of male teachers (including High School teachers,) per month,	\$59 53
Increase for the year,	\$4 76
Average wages of female teachers per month,	\$24 36
Increase for the year,	\$2 54
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school-rooms,	\$1,993,177 39
Increase for the year,	\$210,552 77
Income of surplus revenue and similar funds appropriated for Public Schools, and reckoned the same as tax,	\$4,662 72
Decrease for the year,	\$662 39
Voluntary contributions to maintain or prolong Public Schools, or to purchase apparatus,	\$35,133 11
Increase for the year,	\$3,740 00
The amount of local School funds, the income of which can be appropriated only for the support of Schools and Academies,	\$1,078,794 71
Increase for the year,	\$33,030 41
Income of local School funds appropriated for Schools and Academies,	\$66,347 06
Increase for the year,	\$3,071 24

Income of the State School Fund received by the several cities and towns, as their share of the same, for the School-year, 1865-6,	\$62,641 15
Increase for the year,	\$1,916 88
Amount paid for superintendence of Schools and printing School Reports,	\$67,750 57
Increase for the year	\$7,221 33
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting School-houses, and of the cost of School Books,	\$2,163,364 94
Increase for the year,	\$222,768 87
Sum raised by taxes, (including income of surplus revenue,) exclusive of taxes for School edifices, for the education, in the Public Schools, of each child in the State between five and fifteen years of age,—per child,	\$7 82
Increase for the year,	\$0 59
Percentage of the valuation of 1865, appropriated for Public Schools, (one mill and ninety-eight hundredths,)	\$0.001-98
Increase for the year,	\$0.000-21
All the towns in the State have raised the amount (\$1.50 for each person between five and fifteen,) required by law as a condition of receiving a share of the income of the State School Fund.	
Number of towns that have raised the sum of \$3 or more for each person between five and fifteen, (all except sixteen,)	318
Increase for the year,	6
Number of Schools returned as High Schools,	134
Number of cities and towns maintaining High Schools according to the statutes,	102
Number of High Schools kept according to the statutes,	109
Number of incorporated Academies returned,	52
Decrease,	7
Average number of scholars,	3,564
Increase,	374
Amount paid for tuition,	\$118,815 31
Increase,	\$1,338 45
Number of Private Schools and Academies returned,	596
Decrease,	86
Estimated average attendance,	16,387
Decrease,	4,947
Estimated amount of tuition paid,	\$226,447 18
Decrease,	\$144,618 73
Amount derived from taxes, tuition and funds, and expended on Public and Private Schools, and Academies, exclusive of the expense of buildings and books, is \$2,574,974.49; which is equal to the sum of \$10.09, for every person in the State between five and fifteen years of age.	

The above summary presents gratifying evidence of continued progress. It shows, what is worthy of special notice, a large increase in the provision which the people have made by taxation, for the support of their Public Schools, including only wages, fuel, care of fires and school-rooms. The appropriations of the cities and towns for the school-year 1864-5 were an increase upon those of the previous year of \$246,310.31. and the last returns show a further increase for 1865-6, of \$210,552.77, making a total of \$456,863.08,* or 30 per cent. increase for the last two years. Adding the means derived from other sources than taxation and applied to the support of Public Schools only, and the increase since January, 1865, approaches nearly to the sum of a half million of dollars, (\$483,665.)

The advance in the amount raised by taxes voluntarily assessed, to an extent so much beyond any requisition of the statutes, for the two years immediately succeeding the close of an expensive war, and under a burden of taxation the most severe ever imposed upon the people, is decisive evidence of their appreciation of their system of public instruction, and a fact of special interest in the history of popular education and of our Commonwealth. The advance for the last year was in the ratio of nearly one-eighth. If the appropriations should continue in the same ratio of increase for the next ten years, the amount raised by taxes alone for the ordinary support of the Public Schools at the end of the decade would be more than six millions of dollars.

The actual advance for the last ten years, or since 1855, is shown by the following tabular statement:—

Amount raised annually by tax † for the support of the Public Schools for ten years, or since 1855.

1856.	Raised by tax,	. . . . .	\$1,283,427 75
	Increase on previous year,	\$69,474 20	
1857.	Raised by tax,	. . . . .	\$1,341,252 03
	Increase on previous year,	\$57,824 28	
1858.	Raised by tax,	. . . . .	\$1,390,382 34
	Increase on previous year,	\$49,130 31	

* Not including income of funds that may be used for municipal purposes like money raised by taxation.

† No income of funds included.

1859.	Raised by tax,	.	.	.	.	.	\$1,428,476	02
	Increase on previous year,						\$38,093	66
1860.	Raised by tax,	.	.	.	.	.	\$1,475,948	76
	Increase on previous year,						\$47,472	74
1861.	Raised by tax,	.	.	.	.	.	\$1,500,501	13
	Increase on previous year,						\$24,552	37
1862.	Raised by tax,	.	.	.	.	.	\$1,434,015	20
	Decrease from previous year,						\$66,485	93
1863.	Raised by tax,	.	.	.	.	.	\$1,536,314	31
	Increase for the year,	.	.	.	.		\$102,299	11
1864.	Raised by tax,	.	.	.	.	.	\$1,782,624	62
	Increase for the year,	.	.	.	.		\$246,310	31
1865.	Raised by tax,	.	.	.	.	.	\$1,993,177	39
	Increase for the year,	.	.	.	.		\$210,552	77

It appears from the above statement that the aggregate increase in the last decade, or since 1855, has been \$779,223.84, or 64 per cent. The whole amount provided by taxation in 1847, was \$754,943.45—a less sum than the increase in the last ten years, showing an advance of more than 100 per cent. in ten years upon the whole amount that was raised by tax in 1847 or less than twenty years ago. The statement also shows the advance during the period that elapsed from the last municipal appropriations for the ordinary support of the Public Schools before the war began to the first similar action after hostilities were mainly closed—from the early part of 1861 to the same period of 1865 inclusive. The amount raised by tax in 1861 (for 1861–2,) was \$1,500,501.13; in 1865 (for 1865–6,) \$1,993,177.39, an increase of \$492,676.26, or nearly 33 per cent., within the five years embracing the period of the war, and ending in the spring of 1866.

The returns show advance in other respects. The inducements to withdraw the older scholars from the Public Schools, during the past year, have been unusually great, arising from the enhanced expenses of living and the tempting remuneration of labor, yet the usual attendance of former years has been fully maintained. The wages of teachers have been increased; also the length of the schools; while the number and patronage of Private Schools have been diminished. The annual Reports of the School Committees, many of which are of signal ability and excellence, and worthy the perusal of all educators, show progress

in those who lead the people in the great cause of popular education, as to just and earnest views respecting the qualifications of teachers, methods of instruction, objects and modes of government, and the proper purposes and results of school training.

LEGISLATION.

Several important Acts of legislation relating to the school system (to the Public Schools) were passed during the last session which seem to me to be worthy of record in this Report.

The first is

[Chap. 53.]

AN ACT concerning the Management of the School Fund.

Be it enacted, &c., as follows :

SECT. 1. The secretary of the board of education and the treasurer and receiver-general shall be commissioners whose duty shall be to invest and manage the Massachusetts school fund, and report annually to the legislature the condition and income thereof. All new investments of said fund, or any part of the same, shall be made with the approval of the governor and council.

SECT. 2. This act shall take effect upon its passage. [*Approved March 2, 1866.*]

Heretofore the investment and management of the school fund had been solely in the hands of the treasurer and receiver-general, his action being subject to the approval of the governor. As the fund has accumulated to \$2,000,000, and as the duties of that officer have been greatly multiplied, it was deemed wise to associate with him the executive officer of this Board, whose object would naturally be to make the investments so as to insure both the perfect security and the largest income of the fund.

The next in order is

[Chap. 208.]

AN ACT concerning the Distribution of the Income of the School Fund.

Be it enacted, &c., as follows :

SECT. 1. In the distribution of the income of the school fund, for the benefit of the public schools of the state, every city and town complying with all laws in force, relating to the distribution of the same, shall annually receive seventy-five dollars ; and the residue of said moiety shall annually be apportioned among the several cities and towns, in proportion to the number of children in each, between the ages of five and fifteen years :

provided, that after the distribution of said moiety of income in the year eighteen hundred and sixty-nine, no city or town in which the district system exists, shall receive the seventy-five dollars herein specifically appropriated.

SECT. 2. Any town which shall maintain the school required to be maintained by the second section of chapter thirty-eight of the General Statutes, not less than thirty-six weeks, exclusive of vacations in each year, shall not be liable to the forfeiture provided in section first, chapter one hundred and forty-two of the laws of the year eighteen hundred and sixty-five, for non-compliance with the requisitions of the aforesaid second section.

SECT. 3. All acts or parts of acts inconsistent herewith are hereby repealed.

SECT. 4. This act shall take effect upon its passage. [*Approved May 3, 1866.*]

This new provision is alike just and wise, and liberal in its policy. It will do something towards alleviating the burdens which the support of their Public Schools imposes upon the towns of limited population but extended territory, and doubtless encourage still nobler efforts. In not a few the territory is so large and the population so sparse, that the endeavor to bring the schools within the easy reach of all has tended to increase their number beyond what a just economy or a wise management of the schools themselves would allow. This process of sub-division has been carried to such an extent as not only to reduce the schools themselves to a very low grade, but also to impose a heavy burden of taxation in order to maintain them for the period required by law. In a majority of the towns of this class the percentage of taxation for the support of their schools ranges from two to three and even four mills in the dollar, while the munificent, not to say magnificent, system of schools of the city of Boston is maintained by a rate of taxation but little exceeding one mill in the dollar. Now, while the towns are urged so to reduce the number of their schools as to improve their quality, and also to increase their length, at least to the full extent required by the law, and yet hesitate to move from the fear of higher taxation, the legislature, largely composed of members from the cities and large towns, most wisely and opportunely, as it seems to me, have so changed the mode of dividing the income of the school fund as to give substantial aid and encouragement to the small towns to

enter upon a course of improvement. That such is the intent of the law, may fairly be inferred from the provision relating to the abolition of school districts in the year 1869.

Especial attention is invited to the second section of this Act, which wisely provides against a liability to loss to which any town is exposed by a sudden and unforeseen interruption of the sessions of its High School.

The following Act is inserted as an interesting proof of the care which the Commonwealth takes for the education of the children of the inmates of her almshouses :—

[Chap. 209.]

AN ACT to establish a State Primary School.

Be it enacted, &c., as follows :

SECT. 1. There shall be established at the state almshouse in Monson a state school for dependent and neglected children, which shall be known as the state primary school. So much of the land and buildings belonging to the state almshouse, as in the judgment of the board of state charities shall be necessary, shall be used for the purposes of the school, and the remainder shall be used for the purposes of a state almshouse. There shall be received as pupils such children as are now maintained and instructed in the state almshouses ; and such children shall be maintained, taught, exercised and employed as their health and condition shall require, but they shall not be considered as inmates of the almshouse, nor allowed to mingle with the inmates, nor shall they be designated as paupers.

SECT. 2. Said school shall be under the charge of the superintendent and inspectors of the state almshouse at Monson, who shall prepare rules and regulations for the government of the school and the general management of its affairs ; and such rules and regulations, when approved by the governor and council, and placed on record in the office of the secretary of the Commonwealth, shall be and remain in force, until altered or amended with the approval of the governor and council.

SECT. 3. All needful officers for said school shall be appointed and their compensation fixed by the superintendent, subject to the approval of the inspectors.

SECT. 4. For the purpose of instruction and employment there shall be transmitted to the state primary school from the state almshouses at Tewksbury and Bridgewater, from time to time, all such children as are of suitable condition of body and mind to receive instruction, and at the same time are likely to continue for a period of six months under the care of the state ; and especially such as are orphans, or have been abandoned by their parents, or whose parents have been convicted of crime, or come within

any of the descriptions of persons contained in the General Statutes, chapter one hundred and sixty-five, section twenty-eight.

SECT. 5. Such transfers of children shall be made by the board of state charities, who shall have full power to make such other transfers of children as they may deem necessary, from the state almshouses; and the power of admission and discharge shall be vested in the said board of state charities, together with the other powers now vested in said board in relation to state paupers in almshouses and hospitals.

SECT. 6. It shall be the duty of the board of state charities, upon consultation with the trustees of the state reform school at Westborough, as often as once in three months, to examine into the sentences and the conduct of the pupils in that institution; and when they shall find pupils there residing who have been committed for trivial offences, and do not appear to be depraved in character, or to need the restraints of imprisonment, the board of state charities shall furnish lists of such pupils to the governor, who may, under his warrant, direct the removal of such children to the state primary school at Monson, and such removal shall suspend their sentence of confinement at Westborough, during the good behavior of such pupils.

SECT. 7. No child above the age of sixteen years shall be received or retained in the state primary school, except by special vote of the board of state charities, on the representation of the superintendent that there are urgent reasons for such admission or retention; but it shall be the duty of the superintendent, inspectors and other officers to use all diligence to provide suitable places in good families for all such pupils as have received an elementary education; and any other pupils may be placed in good families, on condition that their education shall be provided for in the public schools of the town or city where they may reside.

SECT. 8. Except as already limited in this act, the board of state charities and the inspectors of the state almshouse at Monson shall have and exercise all the powers, and be subject to all the duties, in regard to the pupils of the state primary school, which now belong to or may hereafter be given to them in regard to the inmates of the state almshouse at Monson; and nothing contained in this act shall affect any powers or privileges heretofore granted to cities or towns, or the overseers of the poor thereof, by acts specially relating to the state almshouses, and the sending of state paupers thereto.

SECT. 9. The sum of two thousand dollars is hereby appropriated for the necessary changes in the buildings at Monson, which shall be expended under the direction of the superintendent and inspectors. The expenses of the school shall be paid from the appropriation for the expenses of the almshouse, and no officer now receiving a salary from the Commonwealth

shall be entitled to any increase of salary in consequence of this act; but such officers and employés as the superintendent and inspectors shall designate, shall be employed to perform services both in the school and in the almshouse.

SECT. 10. This act shall take effect upon its passage. [*Approved May 3, 1866.*]

[Chap. 210.]

AN ACT to repeal chapter thirty-seven of the General Statutes in relation to State Scholarships.

Be it enacted, &c., as follows :

SECT. 1. Chapter thirty-seven of the General Statutes, and all acts or parts of acts in relation thereto, are hereby repealed: *provided*, that the provisions of said chapter shall continue to apply to persons already appointed to a scholarship under said act.

SECT. 2. This act shall take effect upon its passage. [*Approved May 3, 1866.*]

The chapter of the General Statutes which this Act repeals is an expansion of chapter 193 of the Acts of 1853, which was enacted on the recommendation of this Board and of Rev. Dr. Sears, its distinguished Secretary. The object of the law was a beneficent and noble one; but an ample trial disclosed the fact that the law failed almost entirely to secure the intended results. My own opinions on this point, formed after considerable observation and inquiry, were frankly expressed in the twenty-sixth annual report. In accordance with the suggestions then made, important modifications in the law were made in the session of 1864. But before any experience of the effect of the modifications and amendments thus made, the conviction that there were insuperable obstacles in the way of a successful working of the law led to its entire repeal. There can be little doubt that the money expended under the provisions of the Act, now repealed, can be more profitably employed in the education of teachers at the Normal Schools.

[Chap. 273.]

AN ACT in relation to the Employment of Children in Manufacturing Establishments.

Be it enacted, &c., as follows :

SECT. 1. No child under the age of ten years shall be employed in any manufacturing establishment within this Commonwealth, and no child

between the age of ten and fourteen years shall be so employed, unless he has attended some public or private day school under teachers approved by the school committee of the place in which such school is kept, at least six months during the year next preceding such employment; nor shall such employment continue unless such child shall attend school at least six months in each and every year.

SECT. 2. The owner, agent or superintendent of any manufacturing establishment, who knowingly employs a child in violation of the preceding section shall forfeit a sum not exceeding fifty dollars for each offence.

SECT. 3. No child under the age of fourteen years shall be employed in any manufacturing establishment within this Commonwealth more than eight hours in any one day.

SECT. 4. Any parent or guardian who allows or consents to the employment of a child in violation of the first section of this act, shall forfeit a sum not exceeding fifty dollars for each offence.

SECT. 5. The governor, with the advice and consent of the council, may, at his discretion, instruct the constable of the Commonwealth and his deputies, to enforce the provisions of chapter forty-two of the General Statutes, and all other laws regulating the employment of children in manufacturing establishments, and to prosecute all violations of the same.
[Approved May 28, 1866.]

This Act makes several important alterations in the previous law.

1. It forbids absolutely the employment of children under ten years of age in any manufacturing establishment.

2. It requires that children between the ages of ten and fourteen years shall attend school at least six months in the year next preceding employment, and the same period of time in each year that the employment continues.

3. It reduces the hours of work from ten to eight for all under fourteen years of age.

4. It makes the parent or guardian who suffers the child to be employed in violation of the Act equally liable to the penalty with the owner or agent of the manufacturing establishment.

5. It authorizes the governor, with the advice and consent of the council, to instruct the State constable and his deputies to enforce the provisions of all laws relating to this subject.

MASSACHUSETTS SCHOOL FUND.

Amount of the fund January 1, 1866, . . .	\$2,000,000 00
Increase in 1866, from town forfeitures, . . .	696 80
Unexpended balance of moiety devoted to general educational purposes,	753 53
	<hr/>
	\$2,001,450 33

The fund consists of the following securities,—

Hill & Bros., mortgage note,	\$15,000 00
County, city and town scrip,	352,270 00
Massachusetts scrip,	883,000 00
5,762 shares Western Railroad stock,	592,712 50
Notes and mortgages, Back Bay Lands,	158,467 83
	<hr/>
	\$2,001,450 33

From the payments made on the Back Bay Land notes and mortgages, and of cash otherwise realized, there have been added to the permanent investments of the fund 960 shares of Western Railroad stock, of the new issue ; and \$100,000, of the Massachusetts War Loan scrip, bearing six per cent. interest.

The balance of income in the hands of the treasurer on the 1st of January, 1867, was \$135,321 48

The following forfeitures were incurred for a failure to comply with the statute requirements :—

North Chelsea, 10 per cent.,	\$10 02
Malden, "	30 55
Brookfield, "	13 26
Millbury, "	20 80
Prescott, "	9 15
Hawley, "	9 75
Northfield, "	13 17
Becket, "	12 30
Pittsfield, "	34 74
Wareham, "	17 61
Randolph, whole amount,	285 45
Oxford, " "	159 75
New Ashford, " "	80 25
	<hr/>
	\$696 80

It is proper to state that with respect to the towns of Randolph and Oxford, it is claimed that there are circumstances, not made known to the offices having jurisdiction of the matter, which if presented to the legislature would authorize the remission of the penalty in whole or in part.

TEACHERS' INSTITUTES.

Seven Teachers' Institutes have been held during the year as follows:—

At Andover, . . .	Apr. 16, 5 days, number attending, 108
Pepperell, . . .	" 23, " " " 173
Orange, . . .	Oct. 15, " " " 200
Clinton, . . .	" 22, " " " 128
New Marlborough, . . .	Nov. 5, " " " 127
Stoughton, . . .	" 12, " " " 52
Fall River, . . .	" 19, " " " 195

Whole number of teachers in attendance, 983

These teachers were the representatives of more than 150 towns; thus showing that nearly one-half of the towns of the Commonwealth felt the influence of the Institutes.

Arrangements were seasonably made for holding three Institutes in the spring; but the breaking out of an infectious disease at Stoughton, when it was too late to make other arrangements, caused the meeting to be deferred till the autumn.

Six Institutes were appointed and advertised in the autumn. But one of them, to be held at Lowell, was given up on account of the unwillingness of the school committee to close the schools so as to allow the teachers of the city to attend. The reason assigned was that the schools had been closed to give time to the teachers to attend the Annual Meeting of the State Teachers' Association, held at Boston, on the 11th, 12th and 13th of October, and that two intermissions of labor, separated by so short an interval were not admissible. For the same reason the schools of the towns adjacent to Clinton were not closed except for the last two days of the Institute; so that the number in attendance for the first three days was less than fifty. During the closing days we were favored with the presence of the teachers of Fitch-

burg, Bolton and Marlborough, thus making the whole number that reported above.

At Stoughton the effect was still more marked. Not a single neighboring town closed its schools; and with an occasional exception the attendance on the exercises of the Institute was made up solely of the teachers of Stoughton. For the same cause, the number at Fall River, although large, was scarcely more than one-half what it would otherwise have been.

With the single exception of a diminution of numbers, in those held in the vicinity of Boston, I am happy to say that there was no loss of interest in the exercises of this series of Institutes. Indeed I have never known the instructions given by the several teachers to be of a higher quality or better adapted to the end in view.

Great credit is also due to the members of the school committees and the leading citizens of the towns where the Institutes were held, for their generous hospitality, for their kind attentions to the teachers and taught, and for the severe labors incurred by many in order to secure the most satisfactory results.

The regular instructors were Dr. Lowell Mason, Prof. William Russell, Messrs. Walton, Niles, Sharp and Rev. Mr. Northrop, Agent of the Board, and Mr. E. H. Barlow, who gave valuable instruction in Light Gymnastics, at the spring Institutes. Messrs. Dickinson and Boyden, of the State Normal Schools gave valuable teaching exercises; the former in Grammar, at Orange, Clinton and New Marlborough, and the latter on the theory of Fractions, at Stoughton and Fall River. A. P. Stone, Esq., Principal of the High School at Portland, Me., favored the Institute at Andover with two highly instructive lessons in the true method of teaching History.

At Clinton, Rev. William L. Gage, recently returned from Germany, gave a suggestive exercise on the true method of teaching Geography, and two evening lectures, one on polar expeditions and discoveries, and the other on the present state and processes of education in the German Common Schools, Gymnasias and Universities.

My thanks are due to Jared Reed, Esq., Principal of a flourishing private school at Stockbridge, and to Mr. Tracy, his assistant, for interesting lessons and drill in School Gymnastics, given, without charge, at New Marlborough.

The following gentlemen gave evening lectures to large and attentive audiences ; Rev. E. B. Webb, D. D., at Andover and Clinton ; A. J. Phipps, Esq., of this Board, at Andover, Orange and Clinton ; Rev. S. W. Hanks, of Lowell, at Pepperell ; Rev. J. Jay Dana, of Becket, at New Marlborough ; Prof. William P. Atkinson, of the Institute of Technology, at Stoughton ; Rev. J. Freeman Clarke, of this Board, at Fall River ; Gen. H. K. Oliver, of Salem, at Orange, Stoughton and Fall River ; Prof. L. B. Monroe, at Andover ; and Prof. M. T. Brown, of Tufts College, at Orange, Clinton, Stoughton and Fall River. The lectures of the two gentlemen last named, were accompanied by fine specimens of reading. Lectures were also given by Mr. Niles, the instructor in Natural History and Physical Geography, and by the Agent and Secretary of the Board.

Furnishing as these Institutes do superior instruction, given by teachers of ability and experience in the branches required to be taught in our own Common Schools, and in the best methods of teaching them ; in respect to the rights and duties of teachers under the laws of the State, and in regard to the most approved modes of school management and discipline—they are the best substitute for the Normal School, which has yet been devised. The interest with which they are regarded by intelligent teachers who have not been favored by more extended Normal training, and especially by the graduates of these schools, as shown by the trouble and expense often incurred in attending them, no less than by the absorbing interest manifested in the exercises, furnishes conclusive proof of their great value, in preparing teachers for their vocation as well as in giving aid and encouragement in their arduous work. Six years of observation and experience in conducting them has only served to strengthen my original convictions that they are an indispensable instrumentality in sustaining and elevating the character of our Public School system.

AGENT.

Mr. Northrop has pursued the same course of school visitation and of lecturing in the rural towns as was pursued during the preceding year.

He has made 120 different visits to the towns, and 277 visits to schools, besides 32 visits to Normal Schools, a considerable

number of the latter being made at the Framingham School, at the request of the chairman of the executive committee, and in consequence of the changes made there. He has delivered 170 lectures. His visits have everywhere been cordially welcomed by parents, teachers and pupils, and his addresses have been listened to by thousands of auditors. The calls upon him for such labors have been far beyond his power to answer. Owing to the changes constantly and somewhat rapidly taking place from the district to the town system of organization, by which inquiry and discussion are awakened, the people are daily becoming more interested in their Public Schools, and the demand for information such as has been imparted by Mr. Northrop, on this as well as other topics, in his tours of visitation, is constantly increasing. So great is the demand that I am satisfied that the services of two agents instead of one could be constantly and most profitably employed. No money could be expended with the prospect of greater advantage to the Commonwealth than in this way.

After eleven years of faithful and most acceptable service, Mr. Northrop retires to another and very inviting field of similar labor. He has accepted the invitation of the Board of Education of Connecticut to act as their secretary, and will enter upon full service there in the early spring. He will be parted with by the members of this Board, I am sure, and by their Secretary, with sincere regret, a regret which will be shared by the active friends of popular education in every section of the Commonwealth, as well as by thousands of teachers and pupils who have been cheered and delighted by his instructions. He will bear with him to his new field of duty and responsibility our most cordial wishes for the most abundant success. We congratulate the Board of Education of his native State on securing the services of a man so well qualified, by nature, by education, and by a long experience, for the post to which they have called him.

The following table gives the names of ninety-eight cities and towns which appear by the returns to have chosen truant officers, in obedience to the law, being an increase of *eleven* over the number reported in the previous year :—

Boston,	Weston,	Canton,
Chelsea.	Woburn.	Cohasset,
		Brookline,
Beverly,	Athol,	Dorchester,
Georgetown,	Blackstone,	Medway,
Gloucester,	Brookfield,	Quincy,
Haverhill,	Clinton,	Randolph,
Ipswich,	Fitchburg,	Roxbury,
Lawrence,	Leicester,	Stoughton,
Lynn,	Leominster,	W. Roxbury,
Manchester,	Milford,	Weymouth.
Marblehead,	Millbury,	
Methuen,	N. Brookfield,	Fall River,
Newburyport,	Oxford,	Mansfield,
North Andover,	Sterling,	New Bedford,
Rockport,	Winchendon,	Somerset,
Salisbury,	Worcester.	Taunton.
South Danvers,		
Swampscott.	Hatfield,	Abington,
	Pelham,	Bridgewater,
Brighton,	Northampton,	East Bridgewater,
Cambridge,	Ware.	Hingham,
Charlestown,		Mattapoisett,
Concord,	Chicopee,	North Bridgewater,
Framingham,	Holyoke,	Plymouth,
Groton,	Springfield,	Plympton.
Hopkinton,	Westfield,	
Lexington,	Wilbraham,	Brewster,
Lowell,	Greenfield,	Provincetown,
Malden,	Northfield.	Sandwich,
Marlborough,		Truro,
Medford,	Dalton,	Yarmouth.
Natick,	Stockbridge,	
Newton,	W. Stockbridge,	Chilmark,
Stoneham,	Williamstown.	Edgartown.
Watertown,		
W. Cambridge,		Nantucket.

I have so often expressed my views of the vital importance to the full efficiency of our free school system, of a vigorous enforcement of the law relating to truancy and absenteeism, that I may well be excused from further remark. Were the people of the Commonwealth as homogeneous as in former years, the laws

relating to this subject would be well nigh useless. Now, in all our cities and large towns, particularly where manufacturing pursuits flourish, there is a constant and rapid influx of inhabitants of different nationalities, with diverse training and habits from ours, and more especially with different and far lower views as to a substantial English education for their offspring—an offspring, it may be remarked, increasing in a far higher ratio than that of the native population, and soon by the force of numbers alone, to exert a powerful influence for good or evil upon our social and political systems. In such an altered condition of society, surely no means may be left unsought or untried to secure the most efficient operation of a law, whose aim is to secure to every child within our borders such a measure of knowledge and mental and moral training as shall fit him for the discharge of his duties as a citizen and a man.

It is well known that the chief obstacle in the way of a successful administration of the Truant law has been, and still is, the difficulty of securing proper places for the confinement and proper instruction of the youthful delinquents. As I have before remarked, little difficulty of this sort is experienced by the cities and larger towns. But what is needed is that such provisions be made as to render the effects of the law uniform throughout the Commonwealth. These should be felt in the small towns and villages no less than in the larger ones. After no inconsiderable inquiry and reflection, I have been able to suggest no more feasible solution of this problem than that suggested in my last report, which was in brief terms as follows :—

“I respectfully suggest the propriety of transferring to the county commissioners in each county the duty of making all needful provisions for the confinement and instruction of all persons convicted under the Act in question. This could be done by making arrangements with town or city establishments already existing; or else by the erection or purchase of suitable ones at the expense of the county, designating, if more than one, the towns from which persons might be sentenced to each, and regulating the terms of compensation, &c.”

I most earnestly commend this subject, so vital to the complete success of our noble school system, to the constant and careful thought and care of my fellow-citizens, being fully convinced that consideration will lead to action and that judicious action will produce most beneficent results.

As an encouragement to effort by any who entertain doubts on this subject, I mention the example of one of our most flourishing inland cities, which has been recently brought to my notice. The authorities of Springfield have established a place of confinement and instruction, and placed it under the care of a competent teacher for incorrigible truants and absentees from school without good cause. The proper officers have been vigilant and faithful in the discharge of their duties; and the result has been, as I am informed by the excellent Superintendent of Schools, that the average attendance in the Public Schools of the city for the year just closed was 87 per cent. of the whole number of persons between the ages of five and fifteen years, or 14 per cent. more than the average attendance in the State.

Surely, with such examples and such results before us, your Secretary may be pardoned for his oft-repeated attempts to press this subject on the public attention.

As in former reports, I subjoin

A list of Towns which have not maintained their Schools for Six Months.

[“ Av. Length ” as given by “ Returns.”]

TOWNS.	Months.	Days.	TOWNS.	Months.	Days.
ESSEX CO.			WORCESTER CO.		
Hamilton, . . .	5	15	Ashburnham, . .	4	9
MIDDLESEX CO.			Berlin, . . .	5	17
Ashby, . . .	5	11	Brookfield, . . .	5	18
Boxborough, . .	5	10	Dana, . . .	5	—
Carlisle, . . .	4	10	Douglas, . . .	5	16
Dunstable, . . .	3	13	Gardner, . . .	5	5
Pepperell, . . .	5	8	Hubbardston, . .	4	18
Stow, . . .	5	15	New Braintree, .	5	17
Townsend, . . .	5	4	Oakham, . . .	5	7
Tyngsborough, .	4	10	Paxton, . . .	5	2
Westford, . . .	5	13	Petersham, . . .	5	9

TOWNS.	Months.	Days.	TOWNS.	Months.	Days.
<i>Worcester—Con.</i>			<i>Franklin—Con.</i>		
Phillipston, . . .	4	15	Coleraine, . . .	5	8
Princeton, . . .	5	18	Erving, . . .	5	4
Royalston, . . .	5	10	Gill, . . .	5	7
Rutland, . . .	4	3	Hawley, . . .	5	2
Spencer, . . .	5	16	Heath, . . .	5	14
Sterling, . . .	5	7	Leverett, . . .	5	4
Sutton, . . .	5	8	Leyden, . . .	5	10
Templeton, . . .	5	3	Monroe, . . .	4	12
Warren, . . .	5	19	Montague, . . .	5	6
Westminster, . . .	4	10	New Salem, . . .	5	—
Winchendon, . . .	5	10	Northfield, . . .	5	11
			Orange, . . .	5	11
<i>HAMPSHIRE Co.</i>			Rowe, . . .	5	10
Enfield, . . .	5	10	Shutesbury, . . .	5	2
Goshen, . . .	5	8	Warwick, . . .	4	17
Greenwich, . . .	5	9	Wendell, . . .	3	18
Middlefield, . . .	4	17			
Pelham, . . .	5	11	<i>BERKSHIRE Co.</i>		
Plainfield, . . .	4	16	Alford, . . .	5	18
Prescott, . . .	5	3	Clarksburg, . . .	5	12
<i>HAMPDEN Co.</i>			Florida, . . .	5	5
Chester, . . .	5	15	New Ashford, . . .	4	10
Holland, . . .	5	—	Otis, . . .	5	10
Tolland, . . .	5	18	Savoy, . . .	5	2
<i>FRANKLIN Co.</i>			Washington, . . .	5	10
Buckland, . . .	5	10	Windsor, . . .	5	13
Charlemont, . . .	5	17			

TOWNS.	Months.	Days.	TOWNS.	Months.	Days.
BRISTOL Co.			<i>Plymouth—Con.</i>		
Freetown, . . .	5	19	Marion, . . .	5	7
Mansfield, . . .	5	18½	Rochester, . . .	5	8
PLYMOUTH Co.			DUKES Co.		
Halifax, . . .	5	13	Gosnold, . . .	5	10
Hanson, . . .	5	5	Tisbury, . . .	5	16
Lakeville, . . .	4	18			

Number keeping their Schools 5½ and less than 6 months,	. . .	35
" " " " 5 and less than 5½ "	. . .	27
" " " " 4 and less than 5 "	. . .	13
" " " " 3 and less than 4 "	. . .	2
		—
Whole number of delinquent towns,		77
Less than the previous year,		10

Since the date of my last report a considerable number of towns, required by the law to maintain High Schools, have for the first time established them. Several have also been established in towns whose population does not bring them within the requisitions of the statute.

I subjoin a table, carefully collated from the returns of the State census of 1865, showing the number and names of towns having 500 or more families, designating those which appear from the returns, or are otherwise known, to maintain a High School. Delinquent towns are in italics.

On comparing this table with the one given in my last report, it will appear that *Mansfield* and *Seekonk* in the county of Bristol, and *West Boylston* in the county of Worcester, have been dropped from the number of towns required to maintain a High School; while the following towns are added to that number, a fact to which I invite the especial attention of the parties interested. They are *North Andover* in the county of Essex; *Townsend* and *West Cambridge*, in the county of Middlesex; *Ashburnham*, in the county of Worcester; *Easthampton*, in the county of Hampshire, and *Milton*, in the county of Norfolk.

I also give a table containing the names of those towns which maintain High Schools, but which are not required to do so by statute.

Towns having more than five hundred Families.

TOWNS.	No. of Fam- ilies.	No. of High Schools.	No. of Months kept.	TOWNS.	No. of Fam- ilies.	No. of High Schools.	No. of Months kept.
SUFFOLK Co.			Mos. Dys.	Middlesex-Con.			Mos. Dys.
Boston, . . .	38,021	3	10 9	Cambridge, . .	5,852	1	10
Chelsea, . . .	3,034	1	10	Charlestown, . .	5,446	1	10
ESSEX Co.				Framingham, . .	945	2	10
Amesbury, . .	965	4	$\left\{ \begin{array}{l} 7 \ 15 \\ 3 \ 7 \\ 5 \ 4 \\ 7 \ 5 \end{array} \right.$	Groton, . . .	769	1	10
Andover, . . .	1,196	1	8 14	Holliston, . . .	680	1	10
Beverly, . . .	1,400	1	10	Hopkinton, . . .	850	1	10
Danvers, . . .	1,103	1	10	Lowell, . . .	6,400	1	10
Gloucester, . .	2,601	1	10 5	Malden, . . .	1,474	1	10 10
Haverhill, . .	2,236	1	10	Marlborough, . .	1,448	1	10
Ipswich, . . .	716	1	10	Medford, . . .	1,051	1	10 16
Lawrence, . . .	3,753	1	10 5	Melrose, . . .	603	1	10
Lynn, . . .	4,432	1	10 5	Natick, . . .	1,196	1	10
Marblehead, . .	1,609	1	10 5	Newton, . . .	1,764	1	10 5
Methuen, . . .	606	—	—	Reading, . . .	574	1	10
Newburyport, .	2,764	2	10	Somerville, . . .	1,807	1	10 15
No. Andover, . .	549	—	—	South Reading, .	730	1	10 10
Rockport, . . .	814	1	8 15	Stoneham, . . .	726	1	10 00
Salem, . . .	4,702	1	10 00	Townsend, . . .	500	—	—
Salisbury, . . .	850	—	—	Waltham, . . .	1,419	1	10 10
South Danvers, .	1,193	1	10 15	Watertown, . . .	782	1	10 00
MIDDLESEX Co.				W. Cambridge, .	561	1	10
Brighton, . . .	800	1	11	Woburn, . . .	1,508	1	10

TOWNS.	No. of Fam- ilies.	No. of High Schools.	No. of Months kept.	TOWNS.	No. of Fam- ilies.	No. of High Schools.	No. of Months kept.
WORCES. CO.			Mos. Dys.	Worcester-Con.			Mos. Dys.
Ashburnham, .	504	-	-	Winchendon, .	656	1	8 5
Athol, . .	688	1	9 6	Worcester, .	6,048	1	10 15
Barre, . .	627	1	9 5	HAMPSH. CO.			
*Blackstone, .	1,004	1	10	Amherst, .	749	1	10
†Brookfield, .	511	1	-	Belchertown, .	621	-	-
Clinton, . .	776	1	10	*Easthampton, .	501	1	10
Douglas, . .	525	-	-	Northampton, .	1,464	1	10
Fitchburg, .	1,749	1	10 10	Ware, . .	681	1	10
Gardner, . .	635	-	-	HAMPDEN CO.			
Grafton, . .	887	1	10 10	Chicopee, .	1,577	1	10
Leicester, .	555	1	10	Holyoke, .	1,015	1	10
Leominster, .	778	1	10	Monson, . .	595	-	-
Milford, . .	1,966	1	10	Palmer, . .	665	-	-
Millbury, .	744	1	10	Springfield, .	5,566	1	10
*Northbridge, .	519	1	10	Westfield, .	1,289	1	10
N. Brookfield, .	570	1	10	FRANKLIN CO.			
*Oxford, . .	630	1	-	Deerfield, .	633	2	{ 10 5 15
Southbridge, .	809	1	10	Greenfield, .	694	1	10
Spencer, . .	676	1	10	BERKSHIRE CO.			
Sutton, . .	533	-	-	Adams, . .	1,604	2	{ 9 6
Templeton, .	558	1	5 5	Gt. Barrington, .	803	-	-
Uxbridge, .	597	1	10	Lee, . .	850	1	10 5
Webster, .	677	1	9 15	Pittsfield, .	1,858	1	10 10
Westborough, .	619	1	10	Sheffield, .	531	-	-
				†Williamstown, .	530	-	-

* Towns for the first time returned as keeping a High School.

† Towns known to have commenced High Schools since the date of the last returns.

TOWNS.	No. of Fam- ilies.	No. of High Schools.	No. of Months kept.	TOWNS.	No. of Fam- ilies.	No. of High Schools.	No. of Months kept.
NORFOLK CO.			Mos. Dys.	Bristol—Con.			Mos. Dys.
Braintree, .	784	1	11	Taunton, .	3,234	1	10 10
Brookline, .	880	1	12	Westport, .	649	—	—
Canton, . .	690	—	—	PLYMOUTH CO.			
Dedham, . .	1,487	1	10	Abington, .	1,818	4	10
Dorchester, .	2,181	1	10	Bridgewater, .	722	—	—
*Foxborough, .	657	1	8 15	Duxbury, .	598	—	—
Franklin, .	550	—	—	*E. Bridgewa'r,	682	1	8
†Medway, .	751	1	—	Hingham, .	1,018	—	—
Milton, . .	571	—	—	Middleborough,	1,027	—	—
*Needham, .	580	2	10	N. Bridgewater,	1,391	1	10
Quincy, . .	1,507	1	10 9	Plymouth, .	1,387	1	10
Randolph, .	1,213	1	10	Scituate, . .	555	1	9
Roxbury, .	5,634	1	10	Wareham, .	576	—	—
*Stoughton, .	1,098	1	10	B'NSTABLE CO.			
West Roxbury,	1,237	1	10	Barnstable, .	1,138	—	—
Weymouth, .	1,755	2	10	Chatham, .	667	1	10 10
Wrentham, .	743	—	—	Dennis, . .	910	—	—
BRISTOL CO.				Falmouth, .	520	—	—
Attleborough, .	1,360	—	—	Harwich, . .	904	—	—
Dartmouth, .	1,772	—	—	Provincetown, .	846	1	10
Easton, . .	693	—	—	Sandwich, .	923	1	11
Fairhaven, .	596	1	10	†Wellfleet, .	555	1	—
Fall River, .	3,489	1	11	Yarmouth, .	601	1	—
New Bedford, .	4,487	1	10	DUKES CO., .	—	—	—
				NANT'KET CO.			
				Nantucket, .	1,250	1	10 15

* Towns for the first time returned as keeping a High School.

† Towns known to have commenced High Schools since the date of the last returns.

Towns having less than Five Hundred Families.

TOWNS.	No. of High Schools.	No. of Months kept.	TOWNS.	No. of High Schools.	No. of Months kept.
ESSEX Co.		Mos. Dys.	Worcester—Con.		Mos. Dys.
Georgetown, . . .	1	10	Southborough, . . .	1	10
Manchester, . . .	1	8 12	Upton, . . .	1	2½
MIDDLESEX Co.			Westminster, . . .	1	2¾
*Ashby, . . .	1	4 5	HAMPSHIRE Co.		
*Belmont, . . .	1	10 10	Hadley, . . .	1	10 10
Concord, . . .	1	10	Williamsburg, . . .	1	9 10
Lexington, . . .	1	10	HAMPDEN Co.		
Lincoln, . . .	1	7 15	Brimfield, . . .	1	10 10
Pepperell, . . .	1	8	BERKSHIRE Co.		
Sherborn, . . .	1	3	Dalton, . . .	1	6
Weston, . . .	1	10	Hinsdale, . . .	1	5 10
Winchester, . . .	1	10	†Lenox, . . .	1	—
WORCESTER Co.			†Stockbridge, . . .	1	—
Bolton, . . .	1	10 10	NORFOLK Co.		
†Northborough, . . .	1	—	Cohasset, . . .	1	10
			DUKES Co.		
			Edgartown, . . .	1	8 10

* Towns for the first time returned as keeping a High School.

† Towns known to have commenced High Schools since the date of the last returns.

Whole number of towns required by statute to keep High Schools, . . .	131
Number of schools maintained in said towns,	116
Number of schools in towns not required by statutes to maintain High Schools,	25
Whole number of High Schools,	141
Number of schools kept over nine months,	111
Number of schools kept six months and under nine,	16

NORMAL SCHOOLS.

At the semi-annual meeting held on the 6th June last, the Board adopted the following vote:—

Voted, That in the opinion of this Board it is deemed expedient, as an experiment, to place the Framingham Normal School under the principalship of a lady teacher; and that the Visitors be instructed to engage a lady Principal, and to make all necessary arrangements with reference to such a change in the management of the school, to go into effect at the beginning of the next term.

The duty thus devolved upon the Visitors was promptly performed, and at a special meeting held at the Normal School-house in Framingham, on the fifth day of September last, being the first day of the Fall Term, the Board unanimously confirmed the action of the Visitors, and declared Miss Annie E. Johnson duly elected as Principal of the school.

Very interesting exercises were thereupon held, inducting Miss Johnson into office, under the conduct of Mr. Mason, the chairman of the Board of Visitors.

After a pertinent introductory statement by Mr. Mason, His Excellency Governor Bullock, gave an eloquent address, which was followed by an able and valuable one by ex-Governor Washburn. Remarks were also made by Rev. Dr. Clarke, a member of the Board, by the Secretary and Agent, and other friends of education.

The addresses of Messrs. Bullock and Washburn will be found appended to the Report of the Board.

The "experiment" during a single term has been eminently successful. The well-known abilities of Miss Johnson and her long and successful experience as a teacher, leave no ground for doubt that the school under her management will continue to maintain the high position which it has hitherto occupied.

At no previous period have the Normal Schools enjoyed, as a whole, a higher degree of prosperity; been conducted and taught with a more entire reference to the end for which they were established; or been held in greater esteem by the intelligent citizens of the Commonwealth, than at the present. Under the direct and constant supervision of this Board, they are taught

by Principals of marked ability and of large experience as teachers, aided by able and devoted assistants, most of whom have been educated in these schools and thoroughly understand the nature and object of the work in which they are engaged. The untiring industry and enthusiasm manifested alike by the teachers and pupils in their daily work is worthy of all commendation.

The revised course of study recently adopted, is cordially accepted and steadily pursued in all the schools. The object sought to be attained in the arrangement of this course of study, as in the establishment of the schools themselves, is to prepare in the best practicable manner the graduates for teaching in the Public Schools, and especially in those grades below the High Schools where the great majority of the children of the Commonwealth are found. This object is kept steadily in view by the teachers. Every exercise and every lesson recited looks to this end. And that it is, as a whole, satisfactorily attained will be acknowledged by every intelligent and impartial inquirer. These schools have been in existence a quarter of a century. The graduates are scattered throughout the Commonwealth, and are found in schools of every grade, but chiefly in the Common Schools. The eyes of an intelligent community have been upon them and their work. What has been the result of this scrutiny, what valuation is placed upon their labors, cannot indeed be stated in figures and quoted in the price current, like bales of cotton or bank stocks, but must be judged of by their effects in gradually improving the character of the schools, and elevating the standard of education in the towns or neighborhoods where such teachers are employed, and especially by the urgency of the demand created for Normal teachers after a fair trial and experience of the value of their teaching.

Now I have no hesitation in affirming that, judged by either mode, the Normal Schools may safely challenge the severest scrutiny, provided always that it be honest. The anxious observation and inquiry for twenty-five years of the past and present members and officers of this Board, and of the most enlightened and devoted friends of popular education in every section of the Commonwealth; and the recorded judgments of committees having the personal and immediate supervision of the schools, furnish evidence most satisfactory and conclusive as to the salutary effects produced by trained teachers, in the methods and processes

of instruction, in school organization and the management and discipline of the schools, and more than all in forming a better estimate in the community of the true object and value of its school system.

And in respect to the demand for Normal teachers, it is well known that it has been constantly increasing, till now scarcely a tithe of the calls can be met.

I have been led into this course of remark by the reading of certain strictures on these schools, found in a treatise, published in another State, and entitled "The Daily Public School." It is a pamphlet of one hundred and fifty-eight pages, devoted largely to the consideration of, or rather criticisms upon the Public School systems of Ohio, Pennsylvania, New York and Massachusetts. It is written by a practised hand, in a calm and confident spirit, and with an apparent resort to facts as the ground of conclusions, well calculated to arrest the attention and win the confidence of those who have not been practically familiar with the subjects discussed. It has thus received favorable notices from various periodicals; and the partial endorsement of our oldest and leading literary review. Judging of the whole book by the spirit and manner in which the Public School system of our own State is handled, I think it would be difficult for a candid and intelligent reader to resist the inference that the worthy author had addressed himself to his work, not so much with the purpose of arriving at just conclusions from the broadest survey and most careful consideration of all the facts, as that with opinions already formed he had endeavored by a skilful, not to say adroit, selection of some facts, and omission or modification of others, to find support for these opinions; that he had used his facts as an advocate and not as a judge, or in the spirit and after the manner of the man who first adopts his creed and then gravely hunts through the pages of his Bible for proof-texts to sustain it. A single specimen or two may be given. Starting with the assertion that the schools of the present day are not doing their proper work as thoroughly and well as did the "same class of schools forty or fifty years ago;" and that the "science and practice of education, in any proper sense of the term," have not "advanced, as have the science and practice of agriculture, and the mechanical and manufacturing arts;" an assertion which he supports by a single paragraph culled from the school report of a single town, he

finds in a statement of this Board "that the removal of the agencies employed by the State for sustaining and improving our school system" "would be to suffer the whole system to relapse into a state of little better than suspended animation," that is to say, the state of "forty or fifty years ago," in which these agencies found it and from which they have elevated it, and also in the exhortations of sundry town reports to parents and others, to the exercise of a greater vigilance, and the infusion of a higher life into their school systems, a warrant for the following queries:—"Is it not a fair inference that however curious and imposing the machinery, the daily Common School is not imbedded in the popular sympathy? Were the interior life what it should be, might not this constant pressure from without be lessened, if not withdrawn?" And triumphantly closes as follows:—

"There is, moreover, an item or two of positive evidence that the interest of the people in the subject, if not sensibly diminished, suffers perilous alterations. The sum raised for educational purposes was less last year than the year before; the length of sessions and average attendance were less. The average wages of both male and female teachers were reduced, though the expenses of living had increased; and of the fourteen counties of the State, thirteen decreased the amount raised by taxation for the support of Public Schools."

"A single fact is worth a score of speculations. A law of the State prohibits the employment by manufacturing establishments of children who have not a certain measure of schooling! So much more value did sundry parents attach to the muscles than to the minds of their children, that they actually removed from the State that they might be at liberty to keep their children at work the entire year, losing no time for their schooling!"

Such is the manner in which facts are used to prove that "the daily Common School is not imbedded in the popular sympathy." Let us examine these facts. "The sum raised for educational purposes was less last year than the year before." True, there was a reduction, but under what circumstances? The year spoken of was that of 1862-3—the first in which taxes had been voted after the breaking out of the "great rebellion." The people were patriotically rousing themselves to meet the great exigency. In obedience to the calls of the country, they were straining every nerve in arming, equipping

and sending volunteers into the field. They retrenched expenses, they husbanded their resources, and naturally enough, although unwisely and without due consideration, they reduced their appropriations for schools. The amount of the reduction was but \$66,485.93, leaving the amount raised larger than in any year previous to 1860.

Now in view of the well known fact that for more than a quarter of a century, there had been a steady annual increase of our school appropriations, would not a candid mind have been led by this, the first reduction, made at a time and under circumstances so extraordinary, to another cause than the one assigned by our author? And how much more just such a reference would have been is shown by the fact that the reduction is not only the first, with a single exception, but also the last in our history, and also by the statement, already made, that during the five years embracing the period of the war, the school appropriations, raised by taxation, advanced from \$1,500,501.13 to \$1,993,177.39, an increase of \$492,676.26, or nearly 33 per cent.

But, says our author, a single fact is worth a score of speculations. "A law of the State prohibits the employment by manufacturing establishments of children who have not a certain measure of schooling;" and certain parents in a single city are alleged to have removed from the State to avoid the restriction. And this is proof that the school system "is not imbedded in the the popular sympathy!" The very enactment, dictated by the popular will, to secure the blessings of the daily Common School to the unprotected children, and certain alleged but unauthenticated evasions of it, quoted as proof of the coldness of the popular heart towards the Public School! Can absurdity have a profounder depth than this?

But I will not pursue the track of our author farther in this direction. I proceed briefly to examine his statements and strictures upon our Normal Schools, and think I shall be able to show by proofs conclusive, how utterly he is mistaken in most of his assertions relating to these objects and uses in our school system.

The first and most serious charge in his bill of indictment against the Normal Schools is, that they do not aim to prepare and do not in fact prepare teachers for the Common Schools. This charge he sustains with characteristic ingenuity.

In the Twenty-Seventh Report the Secretary of this Board had used the following language: "The present course requires three terms of twenty weeks each, or a year and a half. Experience has shown that most of the first term must be spent in a careful review of the elementary branches, and in a thorough drill of the best methods of teaching them—thus leaving but two terms for the more advanced branches."

From this language, by ingenious garbling, the following is constructed. "*All needful preparation*" in the elementary branches, including thorough drill in the best method of teaching them *occupies six months, leaving under the former provision only twelve for a wider range of scientific and classical culture for which eighteen are wanted.*" And he then adds, "From this it would appear that three-fourths of the Normal training have respect to the higher grade of schools. It only contributes indirectly, if it contributes at all to improve the modes of instruction in the ordinary branches," &c.

And then, after quoting from the report of the Visitors of the Framingham School their opinions as to the true objects of the Public Schools he adds, "These important ends of the Public School might be answered, one would think, without any extensive *classical culture*," &c., thus using as a quotation, the words in italics, which he had previously interpolated into the language of the Secretary.

I give another instance of the peculiar method of this author. He quotes from the report of the Visitors of the Salem School an admirable statement of the objects and scope of the Normal School, the closing sentence of which *as it stands in the report* is as follows: "It must be evident to those who have witnessed the exercises in this school that the education it imparts is eminently calculated to develop these high qualities." This sentence he makes to read as follows: "that the education which the Normal School imparts is eminently calculated to develop these high qualities *if they exist.*" Having thus made the phrase in italics, which is his own, a part of the language of the report, he exclaims: "Aye, *if they exist!* and it is their existence which makes the sort of man who is described."

He proceeds to argue, or rather to insinuate, the worthlessness of the Massachusetts Normal Schools, because they cannot make good teachers when the original capacities are wanting; cannot

develop or create that enthusiasm so characteristic of the good teacher ; and “ can no more make good teachers than theological schools can make eloquent preachers, or military schools can make brave and skilful officers.”

I remark here in passing, that the most ardent advocate of Normal Schools may well be content to rest the argument on such analogies as these. Not to speak of Theological Schools, now universally regarded as the indispensable instrumentality for training learned and eloquent men for the Christian pulpits of the land, the shining record made by the graduates of our national military academy, with Grant and Sherman, and Thomas and Sheridan at the head of their column, during the great struggle for national existence just now closed, has forever settled the question that, in one department at least of human activity, a careful and thorough preliminary training is the only sure ground of success.

It is just because the Normal Schools have furnished and are now furnishing a noble band of young men and women for another kind of warfare, less conspicuous but not less important—the warfare of truth with error, of light and knowledge with darkness and ignorance—that they have won and will continue to hold a high place in the regards of an intelligent community.

Again, having laid down as a criterion of judgment that “ however valuable in themselves may be the instruction and training they ”—the Normal Schools—“ give, or however advantageous to the pupils in attendance, their claim to be regarded as an essential part of the machinery of public education, rests on the positive and palpable advantages which the daily Public School, to which the multitude resorts, derives from them ”—a rule by the way to which there can be no objection, and one which we in Massachusetts have applied to our Normal Schools from the beginning,—he complains of the difficulty he finds in tracing the effect of Normal teaching in the Commonwealth ; asserts that there is rarely an allusion to these schools in the reports of the town school committees ; and deduces from this absence of commendation and allusion the following conclusion :—

“ And while we are not disposed to question the high praise bestowed on these schools, or to deny them the importance which the Board and the Secretary claim, we do not perceive that evidence of their practical value

which justifies it. Possibly the higher class of schools may have reaped advantages from them, and in this indirect way the public may receive a full equivalent for its outlay."

When it is remembered that the author's search for proofs, was only through a single volume of the reports of the Board, (the 27th) containing 238 pages of extracts from ten volumes of the reports of 333 towns, one would think that he might well hesitate to draw very broad and sweeping conclusions from the lack of full statement on any single subject; and the more especially when he could have no means of knowing whether the extracts were made with reference to that subject.

How utterly inconsequential is the author's mode of reasoning in this particular instance, and how worthless his conclusions, will be manifest, when the fact is stated that, in making the extracts, not only was there no attempt to collect evidence as to the character and standing of the Normal Schools and their relation to the Public Schools, but such evidence when found was purposely omitted; and for the simple and sufficient reason that all questions of that nature had been fully and satisfactorily settled by the observation and experience of twenty-five years. Moreover, the results of this long experiment had been carefully collected, collated and published in a previous report of the Board. These questions had been settled, and that too by a community not undistinguished for "keen hard sense," and not predisposed to expend its resources on chimerical or doubtful experiments; and the attempt to accumulate proofs would have been a most useless endeavor.

But I will not follow this remarkable "tractate on" Massachusetts "education" farther. Enough has been given to show the intent, the manner and the spirit of the performance. Its fitting conclusion is in the following words:—

"But we cannot resist the conviction that a grade of instruction, far in advance of what the spirit of the law and public policy demand, engages the attention and means of the Massachusetts Bureau of Education, and that while ten of the children and youth are favored at public expense with superior advantages, the one hundred or the one thousand that are entitled to be thoroughly taught to read, write, cipher and behave themselves, are left in the back ground."

Strangely, indeed, Gentlemen, does such a deliverance sound in the ears of one, whose privilege it has been for many years to witness your untiring labors in devising and executing plans for giving the best possible education to every child in the Commonwealth, of whatever race, or however humble his condition. But I shall not spend the time to answer it.

When an unbelieving Jew, soon to become a disciple of the Great Teacher, inquired of his fellow, "Can there any good thing come out of Nazareth?" the fitting and confident response was, "Come and see." Such is our reply to the author of this pamphlet. He is a native of our Commonwealth; was, doubtless, a pupil in his boyhood of the schools of "fifty years ago" which he holds in so high esteem; from the examination of a single volume he has formed and published to the world wild conclusions relating to the schools of the present time. We invite him to "come and see;" to return for a little space to the scenes of his early days. He will find that changes have taken place, and not all of them, perhaps, for the worse. He will find that the old school-house with its huge fire-place and rough benches has been supplanted by a more tasteful edifice with comfortable chairs and desks, and better means of securing warmth and ventilation; that the instruments of torture and terror have largely given place to the blackboard and globe, to books of reference and illustrative apparatus. And what is better than all "machinery," if he will traverse the State from the sea to the mountains, and look in upon five thousand Common Schools of the city and of the rural town, he will find in them thousands of well educated, thoughtful, earnest and Christian teachers, and gathered around them *ten times* "ten thousands" of happy children, who are taught to "spell" as well, to "read" better, to speak and write the English tongue better, to "cipher" better, and to "behave themselves" quite as well as the children of the former age of the ferule and the birch rod; he will find, moreover, one hundred and forty Public, *Common* Schools of a higher grade,—schools of which he thinks but poorly, but which, known as the Grammar Schools of the early times, our fathers cherished so highly,—wherein the children of the poor and the children of the rich are sitting side by side and pursuing such courses of study as shall fit them for serving their generation in higher and broader spheres of usefulness. And, unless we are greatly

mistaken, he will learn from all this, that it was not an act of wisdom or of justice to bring a "railing accusation," or to attempt to frame a bill of indictment, against the most cherished institution of the "Puritan State," without having at least a tolerably full and correct understanding of the facts of the case.

The present seems to be a proper occasion for presenting some direct and positive evidence, derived from the highest sources, relating to the course of study and training in the Normal Schools, and to the influence which they exert upon the Public Schools of the Commonwealth.

The following inquiries, in substance, were recently addressed to the Principal of each of the schools :—

1. What proportion of the graduates of your school teach ?
2. In what class of schools do they teach ?
3. Are your pupils specially trained to teach in the Common Schools ?
4. What success do they meet with in teaching ?
5. How long do they teach on an average ?
6. What is the demand for Normal graduates as teachers ?

To these inquiries I have received the replies which are given below.

Miss Annie E. Johnson, of the Framingham School, writes under date of January 4, 1867 :—

I have looked over the record of our classes to-day, and I can furnish some positive statements with regard to the six classes preceding the one which graduated last January, together with the two of last year.

	No. of Graduates.	No. of Teachers.		No. of Graduates.	No. of Teachers.
July, 1862, . .	13	13	Feb., 1865, . .	21	17
Feb., 1863, . .	19	17	Feb., 1866, . .	25	15
July, 1863, . .	24	22	July, 1866, : .	26	18
Feb., 1864, . .	23	20		173	138
July, 1864, . .	22	16			

Of this number of teachers three have taught in High Schools, four have been employed in our own school, two at Salem and two at the Normal School at Farmington, Maine. All the others have been or still are teaching in Common Schools. Of the thirty-five who have not taught, six have been in our advanced course here and are to be graduated this month, all intending to go immediately to teaching. It is very probable that others of the thirty-five are teaching without my knowledge, as we have no record kept of the pupils after they leave school, and it is only by chance that I have been able to tell about so many.

We have only two pupils in school now who do not intend to teach.

If our course of study is not a reply to any charge made of neglect of the common branches of study, I cannot make one.

The whole drift of our instruction, the mark at which we constantly aim, is the fitting of our pupils to become teachers in Common Schools.

As to their success in teaching, I can only say that we receive frequent applications for teachers from those places in which our graduates have been employed in past years.

I think I have had fifteen applications for teachers whom I could not supply, since the first of November.

I cannot state positively but it is my impression that two-thirds of our graduates teach at least six years. And considering that the average life of a teacher is reckoned to be twenty-seven years by some authorities, and that the compensation in our Common Schools is very meagre, this seems to me a large return for the expense of the Normal Schools.

From A. G. Boyden, Esq., of the Bridgewater School :—

My Dear Sir,—Your letter asking information concerning the graduates of this school is received, and I am happy to be able to communicate as the result of careful examination, the following answers to the several points of inquiry :—

1. "What portion of the graduates of the school teach?"

During the last six years while I have had charge of the school, *seven-eighths* of all the graduates have engaged in teaching. Of the one-eighth who have not taught several were young men who went into the army, and some other young men are extending their course of study at college. For the years before 1860 I cannot give as definite statements, but find good reason for believing that the percentage of graduates who taught will differ very little from that of the last six years.

2. "In what class of schools do they teach?"

Of the graduates of the last six years, ninety-eight per cent. of those teaching have taught in the Public Schools of the State, two per cent. in private schools. Five of these graduates have been employed as assistants

in Normal Schools. About two-fifths of the young men have taken charge of annual Grammar Schools in the larger towns; the remaining three-fifths are chiefly employed in District Schools. The young lady graduates have nearly all been engaged as principals, or assistants in Grammar, Intermediate, Primary and District Schools. A few have taught in High Schools. Our graduates universally prefer to teach in the Public Schools. The percentage of the graduates who have taught in the Public Schools (Common Schools I mean,) has always been about the same.

3. "Are your pupils specially trained to teach in the Common Schools?"

The entire work of the school from the beginning to the end of the course of study is conducted with constant regard to preparation for teaching in the Common School. More than one-half of the course is spent in *direct* study of the branches taught in the Common Schools, to complete a thorough knowledge of them and to find the best method of teaching them. The remainder is spent in the same way upon those advanced studies which every teacher needs to know to be a good teacher of the common branches, or to teach in a higher grade of school, if need be,—and in the study of the theory and art of teaching, and learning how to organize and govern a school. It is the *primary* object of the school to give special training for teaching in Common Schools. Students come to the school to get this training, and because other schools do not furnish it.

4. "What success do the graduates meet with in teaching?"

A *few* fail entirely, finding on trial that they are not well adapted to the work. The number in this class is very small. Some others *at first* meet with only partial success, sometimes from having too hard a school for a beginner, more frequently from want of that sympathy, counsel and support from school committees, which most young teachers need in their first efforts. But the large majority of them are entirely successful in their work, and some of them eminently so, which is shown by the fact that they fill some of the most prominent and responsible positions in the Public Schools. They are commended by committees for their professional enthusiasm, for the interest in study which they excite in their pupils, for the vivacity and thoroughness of their teaching, and for good government in their schools.

5. "How long do the graduates teach on an average?"

It is difficult to obtain the requisite data to give a definite answer to this question. Mr. Tillinghast, the Principal of the school for the first thirteen years of its life, said the lady-graduates taught on an average three years. This estimate cannot be far from the truth for the lady-graduates since his time.* The gentlemen teach very much longer. Many of them have made teaching a profession. Several of these have

* Mr. Boyden has since stated to me that he regards this estimate as too short for the graduates of the present time.

taught more than twenty years, and many others more than ten years. (I send a list of names and positions which will show where some of the gentlemen are.) Five-eighths of all the graduates who have commenced teaching since 1860 are now teaching.

6. "What is the demand for Normal graduates?"

During the last two years the number of applications for teachers which I have received is (by actual count) nearly *five* times the number of graduates for this time. The applications often say "we want teachers trained for their work," or "we have had one excellent teacher from your school and want another." These applications come from all parts of the country and for teachers for all kinds of schools, public and private.

These facts speak for themselves. But the indirect influence which the Normal School exerts through its graduates and methods of teaching upon those teachers who do not attend it is not to be forgotten. The Normal School has done much to give dignity and character to the teacher's calling, and to improve the teaching in all the schools. "The discipline of the Normal School tends not only to make better teachers, but tends to make better men and women," is the testimony of an intelligent young woman who has tested her statement by experience.

Mr. Boyden appends to the foregoing letter, a most interesting statement with reference to a large number of gentlemen, the graduates of the Bridgewater School, who have occupied important positions as teachers, and most of whom are now engaged in teaching. He gives names, and dates, and places occupied. I content myself with a general statement.

First he names seventeen gentlemen who have been employed in State or city Normal Schools. Seven of this number have been or now are Principals. It includes, besides his own, the names of Dana P. Colburn, deceased, and Richard Edwards, for six years Principal of the Normal School, at Salem, and now President of the State Normal University, Illinois.

He gives the names of six graduates who are conducting or are assistant teachers in popular and successful Private Schools in Massachusetts.

This is followed by a list of the thirty-seven names of graduates employed in the Grammar Schools of Massachusetts. It should be borne in mind that the Grammar Schools of the present time are the *Common Schools* of the cities and larger villages.

Mr. Boyden adds: "The above-named men graduated under Messrs. Tillinghast and Conant, before 1860. They have had a

long period of service, and are nearly all now teaching ; some of them have taught over twenty years." I may further add that among the names, if published, would be recognized, not a few of the most successful and honored members of the profession in the Commonwealth.

Mr. Boyden then gives the names of twenty graduates of the school since 1860, the larger number being masters of Grammar Schools, one a teacher in an Academy, and two in the Academic Department of Washington University, St. Louis, Mo.

He then remarks :—

"I have enumerated in this list only those who hold *leading, permanent* positions in the larger towns, and these positions are all in the *Normal* and *Common* Schools, except the few named who are in Private Schools. This list does not include the *larger* number of graduates who are teaching in the smaller towns and in the ungraded schools. Doubtless I have omitted many from this list, for it is difficult to keep trace of the older graduates. Others are in prominent positions in the Public Schools of other States.

"The *lady* graduates are too numerous to particularize. Many of them have occupied prominent positions in Normal Schools, High Schools, and Common Schools. The first lady Principal of a Normal School in this country was a graduate of this school,—Mary J. Cragin, in St. Louis Normal School. They have been, and are, filling the places of assistants in Normal Schools. Several of them are head assistants in Boston ; one has charge of a large Grammar School in Roxbury, and others have charge of Grammar Schools in smaller towns. The *large majority* are teaching in ungraded District Schools."

D. B. Hagar, Esq., of the Salem Normal School, writes as follows :—

My Dear Sir,—Yours of the second has this moment reached me. I shall be glad to furnish you with any facts within my command, in relation to the subject-matter of your note.

It happens that I have been gathering facts in regard to this very subject, so far as this school is concerned. It has for some time been my purpose to show in my semi-annual report to the Board of Visitors at the close of this term, that Mr. ——— allegations were utterly false, so far at least as the Salem school is concerned.

At the last Triennial Convention of the past members of this school, especial efforts were made to ascertain the number of our graduates that

had taught, and the number still teaching. The facts thus ascertained, added to those which Mrs. Crosby is kindly noting down for me, will enable me to report a pretty accurate statement. A summary has been nearly completed, and I am surprised to find that so large a proportion of our graduates have taught and are still teaching. I will send you the figures within a day or two. These will answer your first question: "How large a proportion of the graduates teach, &c.?"

To your third question, I reply that more than three-fourths of the time of our two years' course of study is devoted exclusively to those branches and exercises which the Common Schools are supposed to require. And those studies here pursued which are not taught in Common Schools, such as Mental Philosophy, Geology and Geometry, are not attended to because it is our purpose to fit ladies to teach in High Schools, but because such studies are calculated to give a general development to the mind and thus to prepare our pupils to teach common studies more intelligently than they otherwise would. Our pupils are made to understand that the undergraduate course is designed to fit them to teach in Grammar and Primary Schools *only*, and that if they aim to teach in High Schools, they must go through the advanced course.

Of those who have graduated from this school since I took charge of it, nearly, if not quite all are now teaching; and, so far as I am informed, they are, with a *single* exception, teaching in our Common Schools. This statement includes the graduates of the advanced class as well as the graduates of the regular course.

In reply to your question relating to the success of our graduates and the demand for their services, I will state a fact or two. A veteran teacher from a city adjacent to Boston, came to me a while ago and said: "I want a teacher from your school. I used to take graduates of our High School, as my assistants, but for some reason they failed. I have had six teachers from your school, and they have all succeeded. I want another." Another gentleman, master of a Grammar School in a town in Essex County, said to me some months ago: "I have had three first-rate teachers from your school. I want one more." I have since then supplied him with two of our recent graduates who, according to a statement which he gave me yesterday are succeeding admirably. Every day or two I receive applications from school committees for graduates of this school. I can hardly begin to supply the demand.

I do not mean to say that all of our graduates succeed in teaching. Some, from a lack of governing power, fail in their efforts; but I am certain that a very large proportion do succeed, and that very many, aided by the training they here received, achieve success, who otherwise would fail.

Under date of January 4, Mr. Hagar favored me with the following letter and table of statistics :—

I have been doing a little figuring to-night, the result of which I send you herewith. The table tells its own story ; and it seems to me to be one that shows a good record for this school.

This fact, also, should be kept in mind : that this report, if in any respect erroneous, is not so favorable to the school as it ought to be. It gives the numbers who are *known* to have taught, to be teaching now, to have married, and to have died. In regard to some of the graduates, information relating to these points has not been obtained. Undoubtedly a complete report concerning every graduate would be considerably more favorable to the school than the one now sent to you.

It is sometimes carelessly asserted that nearly all our graduates get married. The report shows that of all our graduates up to January, 1866, only $22\frac{67}{100}$ per cent. had married.

It has also been said by some people that the graduates of the Salem school get their training here at the cost of ruined health. It is a remarkable fact that in ten and a half years from the time the first class graduated, only $3\frac{78}{100}$ per cent. have died, showing that the constitutions of the graduates had not been very seriously undermined.

It should also be borne in mind that a *large proportion* of those members of the school, who, on account of limited means or other cause, did not complete the full course of study, so as to graduate, have engaged in teaching. The precise number I have not the means of knowing.

The *average* length of time the graduates have taught I am unable to state. From the large per cent. of the earliest classes who were teaching in January, 1866, it is fair to infer that the average length of time must have been very creditable to the school.

No. of Class.	TIME OF GRADUATION.	No. of Graduates.	No. known to have taught.	Per cent. known to have taught.	No. known to be teaching, July, 1866.	Per cent. known to be teaching, July, 1866.	No. known to have married.	No. known to have died.
1	Feb., 1856, .	53	41	.77 $\frac{1}{3}$	16	.30	22	4
2	July, " .	17	17	1.00	5	.29+	4	1
3	Feb., 1857, .	16	13	.81 $\frac{1}{4}$	6	.37 $\frac{1}{2}$	-	-
4	July, " .	12	12	1.00	3	.25	6	1
5	Feb., 1853, .	9	9	1.00	5	.55 $\frac{5}{9}$	3	-
6	July, " .	21	18	.85 $\frac{5}{7}$	9	.42 $\frac{6}{7}$	8	2
7	Feb., 1859, .	19	18	.94 $\frac{1}{2}$	7	.36 $\frac{1}{3}$	9	2
8	July, " .	22	18	.81 $\frac{9}{11}$	12	.54 $\frac{6}{11}$	3	1
9	Feb., 1860, .	23	23	1.00	11	.47 $\frac{2}{3}$	7	1
10	July, " .	26	24	.92 $\frac{4}{5}$	12	.46 $\frac{2}{3}$	8	1
11	Jan., 1861, .	23	21	.91 $\frac{1}{3}$	17	.73 $\frac{2}{3}$	6	-
12	July, " .	26	22	.84 $\frac{8}{13}$	14	.53 $\frac{6}{13}$	4	1
13	Jan., 1862, .	17	16	.94 $\frac{2}{7}$	9	.52 $\frac{1}{2}$	4	-
14	July, " .	20	20	1.00	12	.60	3	-
15	Jan., 1863, .	11	10	.90 $\frac{1}{2}$	8	.72 $\frac{8}{11}$	1	-
16	July, " .	12	11	.91 $\frac{2}{3}$	9	.75	1	-
17	Jan., 1864, .	15	13	.86 $\frac{2}{3}$	10	.66 $\frac{2}{3}$	-	-
18	July, " .	19	19	1.00	12	.63+	1	-
19	Jan., 1865, .	20	16	.80	14	.70	-	1
20	Jan., 1866, .	16	12	.75	10	.62 $\frac{1}{2}$	-	-
Total, .		397	353	.89	201	.50 $\frac{5}{10}$	90	15

Adding the number who are married (90) and the number who have died (15) to the number who were known to be teaching in July, 1866, we have a total of 306, which is 77 per per cent. of 397, the whole number of graduates. This leaves but 23 per cent., who in July last were either not teaching, or not accounted for.

J. W. Dickinson, Esq., of the Westfield Normal School, states :

In 1865 there graduated from the Westfield Normal School twenty-seven teachers. I know from reports I have, that all of this number have taught since graduating. In 1866 the number of graduates was thirty-four. Of this number I know that thirty-three have taught since graduat-

ing. I do not know but the other one has taught also. Sixty-one teachers have graduated in the last two years. All but one of the number are known to have taught since graduating, and the *one* may also have taught. *All* but three or four of the sixty-one are now teaching.

All but eight have taught in schools below the grade of High Schools.

We are not able to supply one-twentieth of the demand for Normal graduates. The demand has increased within the last year to a wonderful degree.

Some of our teachers fail. A very large majority succeed, and they not unfrequently succeed to such a degree as to arouse the enthusiasm of whole communities into which they go, in regard to right modes of teaching.

In all the Normal Schools of Massachusetts, the course of study is the same. This course, as may be inferred from the course itself was made out with especial reference to the wants of Common Schools.

In our school, we confine ourselves strictly to this course, prescribed by the Board of Education. In all the branches taught, we begin with the simplest elements, and we require our pupils to study and recite with a constant reference to a mode of teaching these elements to children found in the Common Schools.

Our success in fitting teachers for the first grade of Common Schools, viz., Primary Schools, may be known from the fact, that out of a class of sixteen, graduated last July, six were selected to take charge of large Primary Schools. These teachers have already had marked success. Our careful study is to prepare our graduates for elementary teaching.

Nothing is done by us from first to last, in the two years' course, that does not have a direct and obvious bearing upon Common School instruction. Not a lesson is learned or recited by the Normal student, during his course, but that his attention is constantly turned to the mode of teaching the knowledge he is acquiring, to pupils of the age, and in the condition of those found in the Common Schools.

And more than this, the Board of Education have permitted the West-field Normal School to have a School of Observation, consisting of three departments, called Primary, Intermediate and Grammar Schools. These three grades of Common Schools are related to our school, for the purpose of affording the students in the Normal School an opportunity of observing the practical application of what is taught in their own classes, so that they can graduate the better fitted for their future work.

Our students are close observers of these schools, and they spend more time observing the teaching in the Primary department, than in observing that of either of the other two departments.

There is one other thing the Normal Schools do, which is almost entirely overlooked by those who criticise them.

The trained graduates of these schools have a professional enthusiasm that cannot be found in any other class of teachers. The professional training the graduates receive, adds so much importance, and such a charm to the work of teaching, that their whole souls become enlisted. This last consideration is of the highest importance, and should never be forgotten in estimating the value of Normal Schools. The Normal Schools are elevating teaching into a profession.

As is well known, Rev. Mr. Northrop has, for the last eleven years been employed as the Agent of the Board, in visiting and lecturing in the towns of the Commonwealth. He has become acquainted with more schools, and a greater number of teachers, and of school committees, and had better opportunities of forming an intelligent opinion on the subject in hand, than any other man. I have therefore requested him to state the results of his observations on this subject. He writes as follows:—

Hon. J. WHITE:—

My Dear Sir,—In accordance with your request I give you in brief the results of my observations in all parts of Massachusetts, in relation to the graduates of the State Normal Schools. You wish me to give prominence to two questions.

1. "Are the Normal graduates found teaching in our schools?"

2. "In what grade of schools are they thus found?"

I. In answer to your first inquiry, I would say,—

1. That the motive which originally attracted them to the Normal School, was, I am confident, a desire to prepare for the business of teaching. In my visits to the several towns of the Commonwealth I have conferred with large numbers of "candidates" as to the expediency of attending a Normal School. Their inquiries have almost invariably expressed or implied a desire and purpose to teach.

2. In frequent visits to the Normal Schools, and in familiar conversation with the members, the same purpose has been the one constantly avowed. Without such an aim, one would hardly feel at home here. The subjects and methods of study, the daily drills, "the general exercises," "the teaching exercises," and the discussions on school economy, school laws, and school government, all point directly to the work of the school-room. The professional character of the instructions are not, I think, made more prominent and decided in the schools of Law, Medicine or Theology, than in the Normal School.

3. Attending usually the closing examinations of these schools, I have learned much of the plans of the classes at the time of their graduation.

These plans look to the school-room and that, not in order to fulfil the pledge taken as the condition of admission to the Normal School. Their hearts are evidently in the work. Many of them already have schools engaged. The interest and enthusiasm with which all anticipate their chosen field of labor, are signs of promise. Their Normal training has tended to inspire them with a love of the work, and exalted their estimate both of its importance and its difficulties. With some degree of conscious preparation and courage to meet these labors and trials, is often coupled a stronger sense of the demand for continually enlarging culture. These facts as to their motives in entering the school, during the course and on graduation, furnish only probable evidence in reply to your question "Do they actually teach?" To which,—

4. I answer directly in the affirmative. In my visits to the towns, I have aimed to renew the acquaintance formed in the Normal Schools. One of my usual points of inquiry has been, "How many Normal graduates are employed in this town?" In a few towns the reply is, "We cannot get them. The wages we offer are too low." In others, "We applied, but were too late; all were engaged." In very many towns, from one to six or eight Normal graduates are employed. I have often visited them in their schools, and there I have found the strongest proof of the value of the Normal School system, not only in improved methods of instruction, but in a wiser system of influence, in the judicious use of more and better incentives to studiousness and good conduct. With rare exceptions the Normal graduates certainly do teach.

II. In answer to your second question, I reply,—

1. I have found them mostly in the Common Schools. For this grade they have specially prepared during the Normal course, which dwells largely on the methods of teaching the common English studies. In the Normal Schools these studies are pursued not so much for the purpose of learning them, as for the higher aim of learning how to teach them.

2. It is in the Common Schools, chiefly, that these graduates have achieved their most marked success. I have met instances of failure, but not more frequently in proportion to the numbers employed than in the other professions. With them I am confident, failure is the exception and not the rule. I should like to take the man who is still an unbeliever in Normal Schools, (for it seems such an one has been found,) to the Public Schools in ———, which I lately visited. They are taught by Normal graduates. Such has been their success, as to create an urgent demand for others like them whenever a vacancy occurs. If we visit only the Primary Schools and observe the skill evinced in teaching the alphabet, the sounds as well as the names, the rapidity of their progress in Reading, and Spelling, and Drawing, the interest shown in those beautiful lessons in objects, in color, form, size, measure, weight, the exercises in numbers, made clear and

attractive by the aid of beans, or pebbles, and the order and cheerful aspect of the schools, we need go no further into the other grades, for these happy little children will dissipate the doubts of our sceptic.

During the eleven years of my connection with your honored Board, I have met from year to year the clearest evidence that the Normal Schools have been steadily advancing in public appreciation. It is a significant fact, that this popular verdict is most clear and emphatic in those towns where the graduates have been most frequently employed, and where the people have become most thoroughly conversant with their influence upon the Public Schools. No small share of the progress of Massachusetts in education is due to the influence of these graduates, scattered as they are over all parts of the Commonwealth. Their enlightened views have reached beyond the school-room, or the time of their service as teachers. As citizens, as voters, and often as most efficient members of school committees, or as superintendents of schools, they are always the friends of wise improvements in education. I do not ever remember meeting a Normal graduate who was an advocate of the District system. On the other hand I have occasion to tender my cordial thanks to them for their efficient co-operation in my efforts to introduce the Municipal system in the towns which I have recently visited.

Very truly yours,

B. G. NORTHROP.

LIBRARIES.

In the blank form of inquiry issued a year since, (1866,) school committees were requested to return the number of free Public Libraries, supported in whole or in part by tax, according to the General Statutes, chapter 33. They were also desired to make return of social libraries, or of all other libraries which were not the property of individuals.

The following tables have been prepared from the returns made :—

Public Libraries.

TOWN OR CITY.	No. of Free Pub. Libraries, sup- ported and aided by Gen. St. ch. 32.	When estab- lished.	No. of Vols.	Additions in 1865.	No. of vols. de- livered in 1865.
Boston,	1	1852,	123,016	6,082	207,717
Beverly,	1	1855,	4,400	85	9,300
*Danvers,	1	-	4,600	-	-
Lynn,	1	1862,	7,293	674	38,991
Newburyport,	1	1854,	11,447	517	19,467
†South Danvers,	1	-	12,000	-	-
Brighton,	1	1864,	3,565	732	12,658
Burlington,	1	1856,	697	35	1,360
‡Cambridge,	1	1858,	3,023	220	11,005
Charlestown,	1	1860,	9,086	627	73,057
Concord,	1	1853,	4,900	154	4,769
Framingham,	1	1855,	3,985	218	10,625
Groton,	1	1855,	1,592	7	2,504
Lowell,	1	1844,	12,411	287	50,000
Medford,	1	1854,	3,200	175	15,006
Natick,	1	1857,	4,000	100	20,000
Sherborn,	1	1860,	1,138	39	3,500
South Reading,	1	1856,	2,676	115	17,680
Stoneham,	1	1859,	2,575	174	15,170
Waltham,	1	1865,	4,500	230	12,245
Wayland,	1	1852,	3,379	50	3,812
West Cambridge,	1	1837,	2,200	140	7,554
Westford,	1	1860,	1,263	39	2,230
Weston,	1	1857,	2,500	93	5,207
Winchester,	1	1859,	1,579	73	3,875
Woburn,	1	1854,	3,298	575	-
Barre,	1	1857,	925	50	5,000
Bolton,	1	1859,	812	40	1,200
Fitchburg,	1	1859,	6,255	52	25,710
Harvard,	1	1856,	840	103	1,614

* Branch of the Peabody Library.

† Free Public Library, established and aided by Geo. Peabody, of London.

‡ Tax of \$1 per annum.

Public Libraries—Continued.

TOWN OR CITY.	No. of Free Pub. Libraries supported according Gen. St. ch. 35.	When established.	No. of Vols.	Additions in 1865.	No. of Vols. delivered in 1865.
Lancaster, . . .	1	1862,	3,000	350	4,000
Leicester, . . .	1	1861,	1,500	55	1,391
Leominster, . . .	1	1856,	3,200	400	18,502
Lunenburg, . . .	1	1852,	933	36	3,007
Milford, . . .	1	1858,	2,714	25	20,169
Millbury, . . .	1	1864,	800	-	-
Phillipston, . . .	1	1861,	1,400	300	-
Southborough, . . .	1	1853,	2,385	33	4,818
Westborough, . . .	1	1857,	847	100	447
Worcester, . . .	1	1859,	20,000	1,000	67,533
Northampton, . . .	1	1860,	6,000	80	8,000
Springfield, . . .	1	1857,	23,061	3,934	89,500
West Springfield, . . .	1	-	-	-	-
Orange, . . .	1	1859,	620	-	7,800
Lenox, . . .	1	-	2,199	-	2,600
Brookline, . . .	1	1857,	8,502	982	19,793
Quincy, . . .	1	-	-	-	-
Fall River, . . .	1	1861,	4,822	471	22,321
New Bedford, . . .	1	1852,	20,000	543	35,035
Edgartown, . . .	1	-	450	-	-
Total, . . .	50	-	345,588	19,995	886,172

A similar table was contained in the Twenty-Fourth Report, from returns made in July, 1860. According to those returns there were then forty-five Free Public Libraries, containing 201,706 volumes, receiving annual additions of not less than 22,000 volumes, and delivering annually over 500,000 volumes.

The above table shows that in April, 1866, there were returned fifty Public Libraries, containing 345,588 volumes, receiving additions in one year, of 19,995 volumes, and delivering 886,172 volumes.

The above statement, which is incomplete, does not include Social Libraries, or other libraries not private, which are

presented in the following table prepared from returns obviously not full and accurate :—

Social Libraries—libraries not private nor free.

TOWN OR CITY.	No. of Social Libraries.	No. of Volumes.	TOWN OR CITY.	No. of Social Libraries.	No. of Volumes.
Boston,	12	178,587	Chelmsford,	1	407
Amesbury,	2	2,475	Groton,	2	1,000
Andover,	4	33,000	Lowell,	1	9,000
Bradford,	1	267	Marlborough,	3	1,750
Essex,	3	1,300	Natick,	1	450
Georgetown,	1	1,000	Newton,	1	12,000
Gloucester,	1	2,500	Reading,	2	600
Ipswich,	1	550	Tewksbury,	4	200
Lawrence,	3	9,000	Townsend,	1	569
Lynn,	2	600	Waltham,	1	300
Lynnfield,	1	—	Westford,	1	100
Manchester,	1	—	Wilmington,	2	100
Marblehead,	1	700	Ashburnham,	3	843
Middleton,	1	141	Athol,	2	800
Topsfield,	2	240	Berlin,	2	300
Wenham,	2	350	Blackstone,	2	2,780
Acton,	2	300	Bolton,	1	159
Cambridge, (22,) viz. :			Boylston,	1	500
Lib'y & Scien. Soc'y,	4	1,200	Brookfield,	1	625
Parish Libraries, . .	8	3,268	Charlton,	1	190
High School Library,	1	2,625	Clinton,	1	3,746
Harv. Col. Students,	3	16,000	Douglas,	1	300
Harv. Col. Library, .	1	110,000	Dudley,	1	280
Law Library,	1	13,000	Gardner,	1	1,050
Theological Library,	1	16,000	Grafton,	3	1,000
Lawr'nce Scien. Lib.,	1	7,000	Hardwick,	1	99
Phillips Astron'l Lib.,	1	1,500	Hubbardston,	2	500
Harv. Medical Lib'y,	1	2,000	Lunenburg,	1	—
Billerica,	1	1,000	Northborough,	2	—
Charlestown,	2	1,200	Northbridge,	1	2,200

School Libraries—Continued.

TOWN OR CITY.	No. of Social Libraries.	No. of Volumes.	TOWN OR CITY.	No. of Social Libraries.	No. of Volumes.
Oakham,	1	250	Great Barrington,	1	900
Princeton,	1	500	Lee,	1	200
Southborough,	1	100	Pittsfield,	1	3,500
Southbridge,	1	1,319	Sheffield,	1	150
Spencer,	1	1,109	Williamstown,	4	22,267
Sturbridge,	2	300	Windsor,	1	200
Uxbridge,	1	—	Canton,	1	2,700
Westborough,	1	180	Dedham,	1	2,000
West Brookfield,	3	—	Dorchester,	3	4,000
Westminster,	1	350	Dover,	1	—
Winchendon,	1	1,300	Franklin,	2	1,200
Worcester,	28	78,686	Medfield,	1	500
Amherst,	2	33,000	Medway,	2	1,050
Belchertown,	1	170	Quincy,	3	664
Chesterfield,	2	—	Randolph,	2	1,000
Easthampton,	1	—	West Roxbury,	2	3,000
Enfield,	1	—	Weymouth,	1	500
Granby,	1	200	Wrentham,	1	100
Hadley,	1	517	Attleborough,	1	—
Hatfield,	2	1,000	Dighton,	1	—
South Hadley,	2	300	Fairhaven,	1	700
Holyoke,	3	—	Fall River,	1	40
Longmeadow,	1	400	Taunton,	2	6,700
Ashfield,	1	400	Abington,	5	2,700
Conway,	1	500	Bridgewater,	1	750
Deerfield,	1	600	Hingham,	3	3,000
Greenfield,	1	200	Lakeville,	1	—
Leverett,	1	150	Marshfield,	1	250
Northfield,	1	1,300	Middleborough,	2	—
Orange,	1	125	North Bridgewater,	2	1,500
Rowe,	1	320	Plymouth,	1	2,500
Adams,	2	4,000	Plympton,	1	250
Dalton,	1	735	Wareham,	1	150

School Libraries—Continued.

TOWN OR CITY.	No. of Social Libraries.	No. of Volumes.	TOWN OR CITY.	No. of Social Libraries.	No. of Volumes.
Brewster, . . .	1	700	Yarmouth, . . .	1	125
Chatham, . . .	1	-	Edgartown, . . .	1	458
Eastham, . . .	1	100	Nantucket, . . .	1	3,770
Orleans, . . .	1	575	Total, . . .	265	643,886
Wellfleet, . . .	1	25			

SUPERINTENDENCE.

Next to the employment of able and skilful teachers, the exercise of an intelligent and careful superintendence, is the most important instrumentality in the successful management of our schools. It is no less true here than in any other enterprise which gives employment to any considerable number of persons, working separately, yet towards the production of the same result, that the highest degree of success in the result will largely depend on the skill and ability of the oversight employed. Accordingly, in every stage of our history, the Public Schools have been subjected to the supervision and control of some responsible parties, representing the opinions and will of the city or town. During the colonial period the management of the schools was a part of the duty of "ye chosen men for managing the prudentiall affaires,"—now known as the "Select men."

Early in the provincial period, in 1701, a law was passed devolving the examination of the Grammar Schoolmasters on clergymen. The language of the law is as follows:—

That "every Grammar School-Master be approved by the Minister of the Town, and the Ministers of the two next adjacent Towns, or any two of them, by certificate under their Hands."

The Act of 1789 took an important step in advance of previous legislation. By this Act *ministers* of the *gospel* and the selectmen, or a *committee specially chosen* in their stead, were constituted a school committee. Such committee was required to *secure the attendance* upon the schools of *all the youth* in the town; to *visit the schools* once in *six months*, and inquire into

their *regulations* and *discipline* and the *proficiency of the pupils*, and also to “*see to the morals*” of the teachers.

This system of supervision continued till 1826, when an Act was passed, March 4, which provided, “That each town in this Commonwealth shall, at the annual March or April meeting choose a *School Committee*, consisting of not less than five persons, who shall have the general charge of all the schools in said town.” The duties imposed upon this committee were substantially the same as those performed by school committees at the present time.

In the revision of the School Laws in the following year the towns were required to elect three, five, or seven persons, and towns having four thousand inhabitants might elect an additional number, not exceeding five. By the Revised Statutes the larger towns might choose six additional members instead of five.

In all these cases, it will be observed that the elections were annual. Hence there was wanting in the constitution of the committee the element of permanency so essential to its usefulness. Oftentimes the entire committee would be changed in a single year. Hence important changes requiring time to complete them could not be entered upon; reforms could not be perfected; the benefits of experience were lost, and there could be but little unity of purpose in the action of the committee.

This defect, however, remained till the year 1857, when the law was changed so as to fix the number at three or a multiple of three, “one-third thereof to be elected annually, and to continue in office three years.” This was a decided step in advance, and from that time to the present the supervision of our schools has been constantly improving in quality and power.

Meanwhile a new demand was arising. Experience showed, that a more constant and thorough as well as skilful supervision was needed, than, in the majority of cases, could be expected from the school committees alone. These were necessarily composed largely of gentlemen deeply engaged in active life, and could not, however well-disposed and competent they might be, bestow upon the schools that continuous care and attention which are essential to secure their highest usefulness.

Perhaps no better provision than this could be devised for the successful management and supervision of the schools in this Commonwealth, and certainly none better adapted to the genius

and habits of our people. There is first a committee of intelligent citizens in each city and town, chosen by a popular vote, and happily in most instances without reference to political opinions, familiar with the opinions and wants of the people and directly responsible to them, clothed with ample powers and charged with the duty of conducting the Public Schools. And then there is, whenever the people so choose, a Superintendent, selected by the committee, acting as their agent, reporting to them, and receiving counsel and advice from them in all cases of doubt and difficulty.

Here, as in every other vocation, success will chiefly depend upon the skilful selection of agents. If the people carelessly or wilfully fail to make choice of an intelligent and competent committee; and more especially if the committee intrust their delicate and responsible duties to unskilled hands—their schools will not fail to suffer.

What then are the qualifications of a good Superintendent?

Obviously, in the first place and always, there must be a large share of strong native common sense. There must be a thorough education, a broad and liberal culture and careful discipline of the mental and moral powers. And then he must have a just and definite idea of the true end of public instruction; be familiar with the every-day work of the school-room, with the most approved methods of teaching and training, of organization and discipline. He must have a quick eye to detect excellences and defects, and a ready voice to give counsel and encouragement or kind reproof—and withal such a demeanor of mingled gentleness and firmness, of energy and patience as shall command the respect and win the confidence of pupils and teachers alike.

But on this and kindred topics relating to this subject I do not propose to enlarge. It is known to many that Mr. Northrop has for several years given to those topics no small amount of attention and thought. His views have been repeatedly given to the public and received with favor. It has seemed to me eminently fitting, therefore, to ask him for a brief expression of the opinions which his observation and experience have led him to form, as a closing contribution to the cause of public education here, whose interests he has served so faithfully and well. In answer to my request he has furnished the following communication, which I take pleasure in appending to the foregoing statements:—

Hon. J. WHITE :

My Dear Sir,—I am glad to learn that you propose to call attention in your forthcoming Report, to the importance of employing Superintendents of Schools in all our cities and large towns. Such a discussion is timely. The plan is no longer an experiment. The theory at first was plausible, but now facts many and strong, prove the wisdom of the measure and call for still greater progress in this direction. In accordance with your request I cheerfully give my views on this subject, some of which have been set forth on other occasions, and all of them formed from a careful consideration of the methods and results which have come frequently under my observation. Schools differ in nothing more than in the skill, thoroughness and efficiency of their supervision. This one agency is the most common cause of other differences. The marked contrast noticed in the schools of towns and cities contiguous, or similarly situated, has often forced this subject upon my attention. The schools themselves tell the practiced observer the style of this supervision, as readily as a house shows the taste of its architect.

The magnitude of the interests involved, pecuniary, physical, intellectual and moral, the great progress recently made in the science and art of teaching, the marked success of skilful object teaching, the glaring defects still remaining even in our cities, the improvements needed and the happy results accomplished by this agency where it has had a fair trial, all prove the necessity of maintaining a Superintendent who shall devote his whole time to the care and improvement of the schools.

The duties of the office are difficult as well as most important. A failure will surely come from clumsy hands. Great care should therefore be taken in the selection of the incumbent, especially in the initiation of the system. A mistake here has more than once spoiled the experiment, if not marred the schools. In addition to liberal culture and practical familiarity with the school-room and school studies, high and low, he must have sound judgment, a knowledge of human nature and especially of the juvenile mind, love of children, and tact and facility in addressing and controlling them. He should observe the methods adopted in the most successful schools anywhere to be found, and keep pace with the general progress of education. Thus as he takes a comprehensive view of the system practised at home, he can compare it with others of the highest standing which he has examined abroad. Surely this work is important enough to enlist all the energies of the ablest mind. The most exalted talents, enriched by all the treasures of learning and science can here find ample employment for all their resources. Its great and responsible duties should become the sole and all-absorbing business of the incumbent who is worthy to magnify the office.

A consideration of the duties of a Superintendent in detail, will serve to show the importance of the office.

I. A Superintendent has peculiar facilities to advance public sentiment and awaken popular interest in behalf of education. The character of the schools in each town and city answers to local public opinion. You elevate public sentiment by improving the schools, no more surely than you improve the schools by elevating public opinion. They reciprocally influence each other. Popular ignorance, or indifference even, will cripple the best educational system. Improvements in our schools cannot keep very far in advance of public opinion. While advocating progress, I still admire that conservative element of the New England character, which closely scrutinizes and cautiously welcomes innovations upon established usages. If our people are slow to move, they move strong and in earnest when once roused and resolved. The progress thus secured is more permanent and substantial than the rapid advancement sometimes prompted by an undue thirst for novelties. Once convince such men, that education is the great interest for which "every one's hearthstone cries out in his ears," and you soon find an active interest where you feared a settled apathy, and a growing liberality in the room of seeming indifference.

Our late war has taught the masses, as nothing has ever done before, the value and necessity of public instruction, and laid the foundation for greater progress. The war proved a great school for the nation. It has wonderfully educated and elevated the public mind. Events which stir the soul always educate. There never has been a day in the whole history of our country when the friends of popular education could work so hopefully as now. We have entered upon a new era in education as truly as in our political history. The recent establishment of a National Bureau of Education is only one of many signs of the higher and more general appreciation of Education. In these times, better than ever before, may an efficient Superintendent of Schools hope to elevate public sentiment in behalf of learning, by direct personal influence with individuals, by public addresses, or with his pen through the daily journals, and in his Annual Report. In these various ways he can do much to enlist the sympathies and coöperation of parents and the public at large in favor of wise improvements in schools.

II. Much of a Superintendent's work relates directly to the School Committee. Although their permanency has been increased by legislative enactment, the School Board still changes too frequently. It requires one or two years to initiate new men in the details of their work. It is no slight matter suitably to review the Common School studies, and to discover the practical working of the whole system, based on a knowledge of the special characteristics of each school in the town or city, and the

comparative progress of all; the excellences and defects of individual teachers with their respective theories and methods.

The faithful performance of this work is frequently too burdensome for men engaged in the active pursuits of life, or for those who are wholly absorbed in their profession, with no practical knowledge of didactics, who have never investigated the theory and art of teaching or even regarded education as a science. The office is perhaps accepted with reluctance, and in concession to the persuasions of friends, and its duties always held subordinate to the calls of their chosen and regular vocation. The reports of committees often assign the pressure of professional or private engagements as their excuse for the acknowledged neglect of this duty. A single sentence will illustrate the spirit of many. Says one of these reports: "A vast amount of necessary work must be done by somebody, the whole of which never has been and never can be done by the members of this Board without sacrifices and exertions too great for the public to demand." Now a Superintendent, familiar with every teacher and school, and knowing something of every class, and also the accommodations and adaptations of each school building and room, the repairs and changes needed for ventilation and heating, the demand for school apparatus, furniture, or reference-books, can supply to this changing Board the facts and suggestions necessary to aid their deliberations and decisions. In this way the influence of the Board itself is increased, and their plans are characterized by more unity, efficiency, and permanence.

It is a well-known fact that the success of the great manufacturing corporations to which a large share of the prosperity of New England is due, is owing to the system of thorough and skilful supervision which pervades the whole. Although every operative knows well his place and duty, yet an overseer stands like the teacher in every room to see that each subordinate does his work faithfully and well, and *over all* alike, the overseer and the hands, is the *Superintendent*, as it should be in our schools, upon whose executive ability and skill the success of the whole concern largely depends. To command the highest business talent in these important posts, very liberal salaries are given. The owners would deem it poor economy to save this salary by dividing these duties among a board of seven, nine or twelve directors, to be performed at random, as their inclinations or other engagements might permit. Such services would be dear even if gratuitous, and dearer still when the several charges equal if not surpass the salary of a Superintendent. How long would the bills of any bank pass current if the duties of cashier and president were equally distributed among twelve directors? The experience of bankers, manufacturers, insurance companies, and all large joint stock corporations, long since demonstrated the wisdom of devolving the chief oversight upon one head. A division of responsibilities among a large number of trustees

usually diminishes their efficiency very much in proportion to the number. If each has a less share of work, so also of the honor of success or the blame of neglect and failure. Hence in all committees, societies, and associations, commercial, financial, mercantile or manufacturing, literary, religious or benevolent, one man is usually held responsible for the work and results.

What other great expenditure of money is so little economized by personal supervision as that of schools. In some instances within my knowledge the appointment of a Superintendent has secured an evident and admitted *saving of money*, by an improved system of school expenditures, to an extent exceeding the salary paid that officer. So far as my observation extends, the general fact has been increased economy as well as efficiency in the whole school administration.

The strongest incentives will stimulate a man, worthy of the place, to put forth his utmost endeavors for the improvement of the schools. Not to speak here of the higher and more obvious motives to zeal and fidelity, the sacredness of the work, and its rare opportunities for usefulness, he knows that all eyes are fixed upon him, and that an intelligent public will scrutinize all parts of his work, because it concerns every household. He is to be held in some measure responsible for the condition of every school. His neglect or inefficiency cannot escape detection. His mistakes, like those of the commander of an army, will cause sorrow, if not draw censure, from many hearts and homes, needlessly made desolate. His reputation and position depend upon the manifest progress and success of the schools.

III. An important part of a Superintendent's work is with the teachers. He is officially their friend and confidential adviser, to whom they may freely state their trials and difficulties, their points of conscious weakness or strength, and from whom they may receive judicious and timely counsel. The Superintendent may also speak freely to the teachers of the errors and defects he has observed in them or their work, provided these unwelcome disclosures are presented in a truly kind and friendly spirit. The teacher, isolated and unvisited, often longs to see himself as others see him, and would gratefully accept a suggestion alike of his mistakes and their remedies.

While none should be a copyist, but each seek to be himself, yet, where individual traits crop out with offensive prominence, friendly suggestions may be of great value. The Superintendent's authority and responsibility will sanction something of the freedom of a parental supervision, if only softened and recommended by as much of parental sympathy.

Teachers need encouragement as well as criticism and counsel. When difficulties in the school dishearten; when misrepresentations, or groundless opposition, or prejudice outside,—originating in local jealousies, or

some old neighborhood quarrels,—are emboldening insubordination, or fostering indifference in the schools, or withholding sympathy and support from without, how welcome then is the advice of a wise Superintendent. He may save an efficient teacher and benefit the school by convincing the community that these embarrassments originate among the parents and that the remedy is with themselves.

In difficult cases of discipline, also, his advice is often of great service. By anticipating and forestalling evil, he may often show how much better is prevention than cure. For the benefit of teachers, a Superintendent may do much by quarterly, monthly, or more frequent meetings, where are discussed the topics suggested by his own recent observations, the experience of individual teachers, or the exigencies of particular schools. In such practical and *home questions*, all feel a deep personal interest.

The utmost freedom is invited on the part of the teachers in throwing out such hints and facts as their experience may suggest; recent difficulties and the expedients adopted to meet them, are described. The Superintendent closes by giving the results of his maturer views and wider observations.

Sometimes a class of children is invited to be present with whom one of the teachers, or the Superintendent, gives a model lesson, which after the class retires is freely criticized by all present.

Having often participated in these meetings, I can bear testimony to their interest and usefulness in awakening professional enthusiasm and increasing the resources of teachers.

IV. The chief field of a Superintendent's labors is with the schools themselves. All these he visits frequently, and his visits are longer and more systematic, and his questions to the several classes are more searching than those of the school committee can well be. In our cities their visits are often too brief and irregular to discover fully the real characteristics of the teachers or the pupils.

The frequent examinations of schools by a judicious educator is one of the surest methods of improving the teacher and scholars, giving alike to both, direction, counsel and encouragement. The prospect of frequent inspection by the Superintendent is a constant stimulus at once to the teacher and pupils. Teachers will make it their aim to secure a thorough comprehension of the lessons, rather than a mere repetition of words and formal propositions; the scholars are led to study, not merely in order to say the lessons at a recitation a few minutes hence, but by reflection and reviews so thoroughly to master them, grasping *principles* as well as processes, as to be ready at any moment, and without warning to meet the more rigid scrutiny of the Superintendent. The examinations, whether of classes or schools, are better tests of scholarship and progress, when an expert performs the duty, who has not only been a teacher, but as a School

Visitor has observed methods both of learning and teaching under widely different circumstances.

Another advantage is a more intimate and reliable acquaintance with every school. After observing the excellences or deficiencies in each, he can without offence, and as a part of his duty, delicately suggest wiser methods, and throw out hints fitted to meet the perceived exigencies of the occasion, or, still better, give the several classes model lessons, or drills in the studies they are pursuing.

A Superintendent may accomplish great good by addressing schools. Not every speaker can interest or profit children. To be able to impress them is an art which requires tact, sensibility, sympathy with the juvenile mind, fertility and felicity of illustration, a keen eye to discover the exigency of the hour, and take advantage of passing events or exercises in the school-room. With what rapt attention do children always listen to one who can happily adapt both the themes and thoughts to the characteristics *here* and *now* observed. Advice, encouragement, or warning, manifestly suggested by the perceived "wants of our school to-day," will be likely to impress the heart and influence the life.

If teachers, committees, and superintendents will put themselves on the stand-point of children, so as to appreciate their tendencies, wants and even weaknesses, much good may be done, not only in public addresses, but by personal conversation with them as to their plays, habits, plans, studies and dangers. The most wayward child I have met in our schools has kindly received friendly counsel and faithful warning, even as to his errors and offences. Though unaccustomed to kindness, such boys are not insensible to its influence. The tones of sympathy may touch a chord that will vibrate the more sweetly because of its very strangeness.

Who can estimate the extent and value of the healthful, moral and mental impulses and impressions given to youth by a Superintendent who is skilful in addressing them, and who is wholly and heartily devoted to their improvement.

The results which have come under my observation confirm the arguments already presented. No one conversant with the past and present condition of the schools where both systems have been fairly tried can in my judgment, question the utility, not to say the necessity of the office.

It will be asked, what is the testimony of experience on this subject? The results of the two systems furnish the most decisive test of their comparative value. Evidence might be drawn from almost any of the places now employing a Superintendent of Schools. I will refer to but one. Some three years ago I addressed the friends of education in Springfield for an hour in favor of employing a Superintendent of Schools. The school committee had long and earnestly advocated the same measure. Their efforts and mine seemed in vain. But in reward for their persist-

ence, in January, 1865, such an officer was appointed. Before he entered upon his new duties, I visited nearly all the schools of the city. The aspect of many of them was most forbidding. The first and chief trouble was found in the meagreness of the accommodations. I have never witnessed the over-crowding of unsuitable rooms to such an extent. I had often seen, here and there, poor school-houses uncomfortably crowded, but had never found a system of packing so universally and unmercifully carried out. The school committee had deplored the evil and implored relief, but the needful means and the power were denied them. Not only were the school-rooms too full, but schools were "kept" (to be "taught" was out of the question,) in cellars, attics, ante-rooms and clothes-rooms, rooms damp or small, low, ill-seated and worse ventilated.

I have recently visited again the schools of Springfield, devoting one entire day and a part of a second to this duty. During these two years I find evidence of the most striking and remarkable progress I have ever observed in the schools of any city within the same brief period. I concur fully in the strong language of the honored chairman of the school committee: "The improvement in our schools for the last two years is truly wonderful." For two years a competent and faithful Superintendent has been devoting his whole energies to the improvement of these schools. These changes it is true are not due to the influence of any one man. Other causes have conspired to the same result. The time of beginning his service was favorable. The Superintendent has been sustained by the school committee. The mayor, a liberal city government and efficient building committee have cordially co-operated with him. But all these parties have wisely recognized the Superintendent as their leader, and around him they have rallied, and as the result an advance has been made in many points.

1. In improved school accommodations. Two noble Grammar School-houses, models of their kind, have recently been completed and supplied with the most approved furniture, and the walls above the blackboards adorned with appropriate engravings. Other buildings, especially that for the High School, have been remodelled and supplied with new desks and apparatus.

2. The High School itself has been reorganized on a liberal plan with the most ample provision for a classical department and a preparatory classical department. Springfield may now justly claim one of the best High Schools in the State. Under the old system, it was impossible to secure the results now attained here. But with its enlarged plan, and extended course of study, and thorough system of instruction, it is well fitted to meet the wants of all classes, furnishing advantages manifestly superior to those given in Private Schools, however expensive they may be. The citizens of Springfield are already adopting the sentiment of

Edward Everett, "I cannot afford to send my children to a Private School because the Public Schools are unquestionably superior."

3. Great improvement in the Grammar Schools, especially those in the new buildings, in relation to order, system, and the studiousness and progress of the pupils.

4. In a remarkable increase of attendance at school, drawn largely from "the street" school and from Private Schools.

5. In the increase of the number of teachers. Two years ago there were 68, now there are 85 teachers in these schools.

6. In the increased liberality of the people and of the city government, in behalf of schools. Popular sentiment evidently sanctions the liberal expenditures made by the city authorities for this cause.

7. In better provisions in the Primary Schools for the comfort, health and instruction of the pupils, and in improved methods of teaching.

8. In a general improvement in the writing of the pupils.

9. In the diminution of truancy and in the new and very interesting schools for the instruction and reformation of truants. The plan suggested by the Superintendent after visiting other cities and comparing various methods is at once simple, economical and effective. I have not space for the details of the plan. The school committee say "the new arrangement is exerting a most salutary influence in promoting a more regular attendance in *all our schools*, and greatly diminishing the class of vagrant children in our streets." Might not this "Reform School" be so enlarged as to open its advantages for such offenders from any town of Hampden County? Truancy is the fruitful source of juvenile crime. This great evil calls loudly for a remedy in other parts of the county. If the officials of other towns and cities will follow the example of the mayor of Springfield in his personal interest as well as official labors for the reformation of juvenile offenders, the most effective remedy will be at once applied.

Very truly yours,

B. G. NORTHPROP.

It only remains to notice the extent to which the system of superintendence, so favorably spoken of, prevails. The office is established in nearly all the cities of the Commonwealth, to wit: in Boston, Salem, Lawrence, Charlestown, Lowell, Worcester, Springfield, Fall River, New Bedford; and in others the matter is now under discussion. Superintendents are also employed in many of the towns. The number at the present time is believed to be not far from forty; and it is constantly increasing, and will, I doubt not, continue to increase, as the favorable results become more widely known. Nor will the benefits be necessarily confined to the larger towns. By committing the active duties of the

school committee to a single member, who has the requisite qualifications, any town can avail itself substantially of the advantages arising from the employment of a Superintendent. In not a few instances this is now done with manifest advantage.

But whatever the method,—whether by the agency of a single person, by a school committee, or by both combined—the end to be kept steadily in view is such a careful, and thorough “watch and ward” of our Public Schools, as shall make them in the largest possible degree, the fountains of sound learning and of pure morals. And to vast numbers these are the only fountains. In the Public Schools or not at all, are they to learn the great lessons of life and duty. Here or nowhere, are they to be fitted for the high trusts of manhood. It is when viewed in their relations to such results, that the subjects of which I have spoken assume large proportions. They point to the true sources of our strength,—they show us the well-springs of our national life. To the cultivated and benevolent, desirous of usefulness in an unostentatious way, I know of no more inviting field than this, none which promises richer returns for honest toil. Whoever shall devote his powers to the quiet work of building up the free schools of his village or town, will not labor in vain. His noiseless footsteps may not attract the gaze of the busy world; the story of his life may not be written in brass or marble. But the ear of the child shall bless him and his eye give him witness; and the coming age, made wiser and better by his labors, shall be his speaking record. The examples of such labor and such success are not wanting. On a cheerless and stormy winter’s day of the last year, it was my sad office to look into the coffin of one, whose life was a shining instance of what I am saying. For twenty years, as the chairman of the school committee, he had labored with an untiring zeal in the interests of popular education. Burdened with the duties of an exacting and honorable profession, he found time to expend the wealth of a cultivated intellect and a rich experience on the Public Schools. But now, cut off in the maturity of his powers and in the mid-career of his useful labors, his fellow-citizens of every rank, from the homes of the poor and the homes of wealth, from the seats of science and the marts of trade, had gathered for his burial. But they did not come alone. Long ranks of teachers and pupils from the schools which he had loved and cherished so well, were also there to look for the

last time upon the face of their benefactor and friend. He "sleeps with the fathers ;" but he is not forgotten. Thousands of happy youth—made the happier by his toils—will cherish his memory and copy his example. Whatever memorial shall mark his resting place, the true, the enduring monument of HENRY BIGELOW will be the PUBLIC SCHOOLS OF NEWTON.

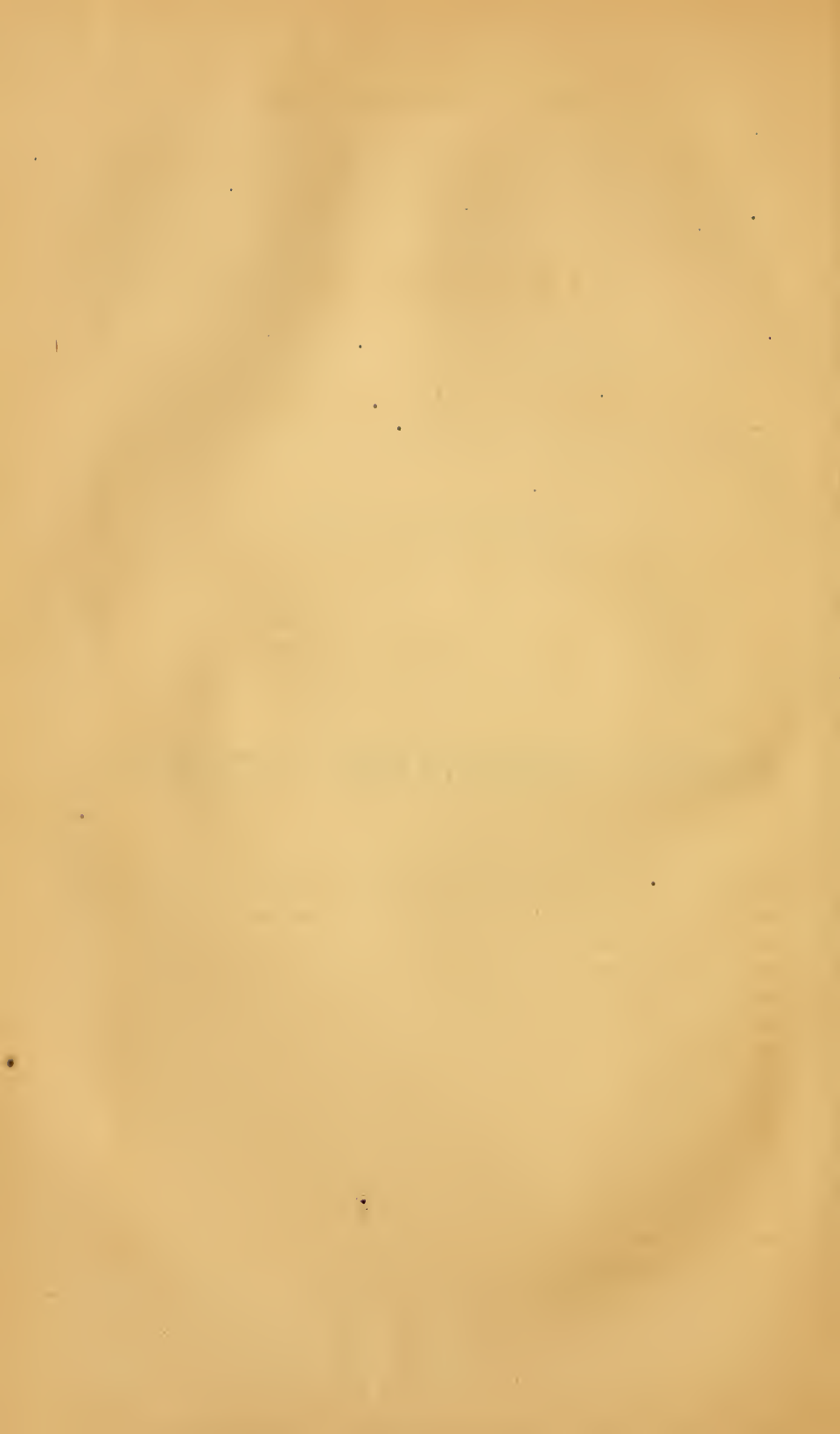
JOSEPH WHITE.

BOSTON, January, 1867.

ABSTRACT

OF

SCHOOL COMMITTEES' REPORTS.



ABSTRACTS.

SUFFOLK COUNTY.

BOSTON.

Educational Idea of our System.—It is not enough that we have school-houses furnished and warmed, and whose halls echo with the prattle of school duties. When our ancestors planted the school by the side of the church, it was not merely the organization they meant, in either case. They bound them together in obedience to a lofty principle and bequeathed to us the legacy of their thought. The church, indeed, had acquired a significance that was well known, not only here on the narrow margins of the forest, but as well in the midst of time-worn institutions and ideas in the old world, by the sturdy independence, the firm will, the vigorous intelligence, and the keen sagacity with which it had evolved, enthroned, and defended new ideas of humanity, government, civil freedom, and religious truth; with which it set into the organisms of existing states and religions that diamond truth, flashing with the primal thought of the man, alone, before his God, before the law, in the presence of life, and in contest with knowledge,—the man, the central, normal unit, for whom was government, religion, society. So, in the establishment of the school, it was such an institution as should draw out the mind of the child in all the approaches to manhood; so that it should have power, from its own stand-point, to consider and discuss every theory of error or of truth,—ability to comprehend and rightfully measure its discoveries and condense them into well-balanced judgments,—forecast to see the future influence and dominion of its adjudicated truths,—and stability and moral purpose to stand by its convictions to their final triumph in the individual and the municipal life. To this end they required in those who would teach, the highest gifts of nature, the broadest culture of the schools, and the most perfected graces of the heart, and the schoolmaster, like the minister, was a man of reverence, a shining light, a moulding social power,—

— “ he had the look
 And air of one who wisely schemed,
 And hostage from the future took
 In trained thought and lore of book.
 Large brained, clear-eyed,—of such as he
 Shall Freedom’s young apostles be,
 Who following in War’s bloody trail
 Shall every lingering wrong assail;—
 All chains from limb and spirit strike.”

In the light and warmth of this binary idea of the church and school, society developed rapidly, solidly, with intellectual poise, with vital keenness, with dominant purpose. Each member of the community grew into sovereignty. The bond of union became fraternal equality, and in the equilibrium of these two forces social influences became lightsome, pervasive, invincible. And it required but little more than one hundred and fifty years for such educators, at work upon such principles of culture, to have wrought out a stability of social condition, a heroism of individual will, and a strength of economical philosophy, that not only enunciated to the most enlightened government, at that time, of the world, the laws of political righteousness and wisdom, but with a baptism of blood successfully consecrated these laws as the foundation of a new and independent nation.

Nor this only. Minds and hearts thus educated were found to have developed other qualities of character that had been supposed to belong almost exclusively to the privileged and dominant classes of society,—ambition for achievement,—tirelessness in exploit,—taste for civilizing refinement,—the impulse to embody ideas in material outlines, in scientific formulas, in artistic melody, canvas, and marble, or in the compact, thoughtful page. Every man became an affirmative centre of influence for the opening and enlarging of the avenues of social and industrial life; a seed-bearer, the pollen from whose flower-cup, blown by the winds of a ceaseless activity, fructified in all the surrounding fields of humanity. Enterprise and conquest were thus inaugurated, and the thought so divinely introduced on the “broidered borders of the land,” has spread up its magnificent rivers, centralized about its oceanic lakes, and blossomed in wavy fields and spire-tipped cities over its gigantic prairies, so that not only throughout the Northern States, but in the virgin States of the Pacific, with the first chip-pings from the axe and the first sod-turnings of the plough, have the church and school reappeared, till the educational spirit and vigor of the Atlantic bays have spread over mountain and plain from coast to coast, and holds invisible and irrevocable sway over all the thoughts, the acts, and the prophecies of men. Indeed the secret of the life and character of that portion of our country known as the Free States is to be found in this educational idea and practice. They have not, however, prevailed over the entire

land; a different, and in many respects, antagonistic theory and practice have elsewhere had control. For nearly three centuries, both grew up side by side, developed their respective fruitage, advanced into the imperishable annals of history, were transfigured before the eyes of men in municipal being and governmental institutions, as well as in the very social structures of their respective communities, until in their progressing hostility they grappled in mortal conflict, the first great civil struggle of our beloved country, and of all the civil or international struggles of the world, the greatest in *matériel* and equipment, the proudest in strategy and valor, and the most momentous for the rising interests of humanity.

To the contemplative mind, estimating this conflict in the lines of its controlling causes, there never has been a moment when a reasonable doubt could be entertained as to the side to which victory must ultimately incline. The stalwart vigor, self-reliance, and elastic fertility of the educated mind, comprehend all methods, concentrate all appliances, reduce all material resources to its service, open the hidden powers of nature, sway the sympathies of heart, guide the products of the brain, and so solidify the advancing phalanx of the free forces, that resistance of the inferior powers becomes vain. Besides, God is in the way of the culture of man by free and full education, and the organic supports of His pleasure make intelligent, courageous truth to be invincible.

It was feared that education had begotten cowardice, it has been found that, forbidding passion, it has given equable persistency; it was feared that education had created weakness, it has been found to have given strength; it was feared that education had developed such love of study, thought, and luxurious ease as would fail in any conflict of arms; it has been found that its wisdom has been the husbanding of strength, the judicious guidance of force, the wise protection of life and power. There has been no period without persons entertaining the delusion that knowledge and education are to be considered the source of all evils. We have not ourselves been left of those who, with Rousseau, have "maintained that virtue had departed in proportion as the sun of enlightenment had risen above the horizon, and that with philosophers and artists luxury and vices had come in; the sciences and arts growing out of vices,—astronomy, from superstition,—eloquence, from ambition, hatred, or flattery,—geometry, from avarice,—physics, from curiosity,—morals, from pride,—that these have enticed the human race out of their happy, natural condition, and betrayed them into the depths of their present misery." But, not to stay to show how these distorted views all arise from a misuse of the sciences and arts, or from a misconception of their use, we have only to add that all the fears that have hung as theories and prophecies of evil over the school-house for so many years, all the philosophizings of aristocratic labor that free schools are the natural causes of infidelity and treasons and the nurse-

ries of lunacy, have been now triumphantly refuted, and the olden thought of the Fathers has come back to us from the great arena of its trial, not only strengthened, but crowned with the bays of honor. We can repeat, in the words of the First Bonaparte, that "the true victories, the only ones which we need never lament, are those won over the dominions of ignorance." Every member of our community, as by a common impulse, feels himself stimulated to more thorough devotion to this foundation-work of educating by free schools all the children of the Commonwealth.

Instructors.—This branch of the public service is under the administration of six hundred and five instructors, all in the permanent employ of the city, of whom five hundred and eighty-three are stated teachers of classes, and twenty-two teachers of special subjects, viz.: ten of sewing, five of music, two in the training department of the Girls' High and Normal School, two of vocal gymnastics and military drill, one of drawing, and one of each the French and German languages. While these teachers, in respect of practical skill and literary attainments, have all obtained the approbation of their respective sub-committees, and the final confirmation of the whole board, it is, perhaps too much to say that they are all first-class teachers, or even that they have every one exhibited such results of their labors as come up to the standard of an acceptable teacher. In the nature of things it is impossible it should not be otherwise. Exemplary skill in any art or profession, seldom comes as a sudden and full-grown power, but as the result of long and protracted labors, and the teacher's art is no exception. Diversities of gifts and of acquisitions are, therefore, to be expected. The former no training will eradicate or conceal, nor is it in the least desirable that it should. The idiosyncracies of real genius are not to be shunned, but the rather solicited as an importation into the teacher's corps of so much original, new, vitalizing power. The brilliant light of one sun, revolving in an orbit sufficiently near, is adequate to the fertilization and beauty of a world; it makes each hill-top glorious with its floral crown, and the pulses of animal life to beat with songful rhythm. So the influence of one teacher, inspired by some new thought or method of intrinsic value, permeates, enlivens, and gives efficacy to every teacher in his association, and so magnifies the graces and the powers, and accelerates the progress of every scholar. In Levana it is said, "Every intellectual peculiarity, be it mathematical, artistic, philosophical, is a beating heart, which all teaching and gifts only serve as conducting veins to fill with material for working and motion." The board has reason to congratulate itself that so large a number of the teachers in its employ, as well by the gifts of nature as by the treasures of studious toil, and now by the added wisdom of experience, may be justly ranked among the lights of their profession. Most of its masters are men, in the first instance, of liberal education, men of success as scholars; others were made by nature for teachers.

All seem conscientiously to conceive of their mission, and to be faithfully devoted to its high performance.

By far the greater portion of the teaching in our school is done by woman ;—there being five hundred and thirty-eight female teachers out of the five hundred and eighty-three regular teachers, and twelve out of the twenty-two special teachers,—in all five hundred and fifty to fifty-five males. By our system thus, the sensitive, susceptible, quick-responsive nature of woman is brought to the control and guidance of all the earlier stages of our school progress ; the tender, timid spirit of the child meets, therefore, all the gentleness of woman's love, the fertility of woman's invention, the patience of woman's long-suffering, the hope of woman's faith, and the courage of woman's confidence ; and these gifts of Providence are, as far as possible, transferred from the home to the school-room, and the school in some reasonable degree is made to reproduce the simple, natural culture of the family. Nor is this the theory only of our system, but the living, effective test by which the actual excellence of any school is to be measured,—by whose application each teacher may discover in these regards the degree of her success or her failure. We have done well in thus avoiding what Richter said he dreaded,—“that grown-up, hairy hand and fist, which knocks on the tender, fructifying dust of childhood's blossoms, and shakes a color off, first here and then there, until the proper, many-marked carnation comes to be found.”

In the selection of these teachers, it is evident, from the reports of various sub-committees, less care and caution have been exercised than in the selection of male teachers. Friendship has had its forfeit ; sympathy has demanded its sacrifice ; importunity has wrung out favoring judgments ; and the careless, thoughtless, mischievous belief that any kindly person was adequate to teach the abcedarian has found its victims. Society must have approached much nearer its millennial glory than it has, when these things shall not, must not, be so. But they are to be jealously guarded against, and the members of the board cannot too often call to memory the old saying, that in the bending of the twig you give direction to the tree. The hand that guides the first gatherings of the rivulet upon the mountain summit, may then and there direct whether that stream, augmenting volume and momentum as it advances, shall plough the continent with waves of violence like the loosening torrents of winter, or with meandering flow shall crown its banks with cities, and bear upon its equable bosom the fleets of a nation's commerce. The day of entrance upon the Public School is the pivotal day of the child's life,—all other days hinge upon it. She who here starts the young mind on its career of endless gathering, may, perhaps, be permitted to determine whether it shall surge with tumultuous passions, or pass to its immortal life in tides of peace and usefulness. Wisely to discharge this office is the work of deep design, of trembling care,

of trustful gentleness. The work is full of immensity, and it should inspire each committee in the selection of their teachers, to secure the best possible, at the expense of every sacrifice, and also with courage to supersede every teacher who, by education or other defect, shall fall below the grandeur of the calling.

In this corps of our teachers, the board are possessed of treasures untold; of devotion to duty that absorbs the life; of abilities that are regal; of fidelity as absolute as human nature will permit; of achievement that approaches perfect success; of ambition for duty, for good, for wisdom, ample as the field itself.

Gymnastics and Military Drill.—Three new departments of instruction have been opened during the year, or, more accurately speaking, two subjects heretofore taught in the Public Schools have been experimentally committed to the special charge of three teachers. The subject of physical gymnastics has been extended so as to embrace vocal gymnastics and military drill. The latter, under the charge of a gentleman conversant practically with the subject by service in the army, and as instructor in the Infantry Department of the Massachusetts Rifle Club, was introduced with the boys of the Latin and English High School, and those of the Everett and Eliot from the Grammar Schools. The experiment was attended with many difficulties and inconveniences. Views somewhat at variance respecting the utility and practicability of this drill were expressed by the masters of these schools; and the subject having met with strenuous opposition in the board of school committee was finally referred to the standing committee on gymnastics. The result of their observation and experiments will, doubtless, be returned in season for the report of the succeeding year.

The subject of physical gymnastics was made to include vocal gymnastics, of which the committee say:—

“Perhaps a word of explanation may be necessary in regard to the phrase ‘vocal’ gymnastics. The expansion of the chest and the proper development of the lungs are of obvious importance in any system designed to secure physical development. Proper exercises of the vocal organs are necessary in combination with general muscular exercises for this purpose, while they tend very much to advance the musical capacity of the pupil and to improve his capacity for reading and speaking, the latter a branch of education insufficiently provided for in most schools. To such exercises the term ‘vocal’ gymnastics is here applied; and, since they ought to be included in any proper system, it is rather to call attention to them than to enlarge the field of instruction that they are mentioned.”

An accomplished gymnast and professor of elocution was employed by the committee to take charge of this matter, and to give instruction to such pupils, with their teachers, as might be selected, and generally to unify the practice in this branch throughout the schools. The experiment has proved so successful, and so apparently useful, that its extension will probably be

called for, and the employment of the teacher as a permanent member of the instructing corps, at an adequate salary, secured.

Music in Primary Schools.—The third subject was the formal introduction of scientific musical instruction into the Primary Schools. Indeed the beginning of this sphere of instruction at this time was, perhaps, due to what were believed to be the peculiar qualifications of a gentleman who had given, in some of our schools, practical illustration of his talent, more than to any other cause. In theory, therefore, the matter was launched into full operation. For many years music had been popularly taught in the Primary Schools, with refining and beautiful effects. The melodies of the street, and even of the classic operas had been in most, and, we think, all of these schools, caught and domesticated in words of moral and educational health, and during the exercises of the day intervened as recreation, as discipline, as culture. The higher humanities of teacher and pupil blended and came to one in these interspersions of song, with the happiest results. It was now to be taught as a science, and the corner-stone of musical education was laid with these younger scholars of the city. The necessity of developing means and methods, and providing musical tablets charts, and other requisite apparatus, has very greatly hindered the success of the effort; but, notwithstanding all these difficulties, the committee on music, in their last report, say this teacher “devotes the whole of his time during school hours to this specialty, giving personally, such instruction as he can to the pupils, and demonstrating at the same time his plan and method of instruction to the teachers, who have thus, in many instances, becomes qualified, in a short space of time, to carry on his system successfully. And thus, as rapidly as possible, he is extending the benefits of such instruction throughout the whole Primary Department in accordance with the original intention of the order to which we have referred. Although it is now only about a year since he began his work in the Primary Schools, he had, up to this time [September,] established his system of instruction in 185 out of 250 schools of the department;” and the committee add, “we believe the unanimous testimony of all the teachers in the Primary Schools where he has had opportunity to carry out his plan of instruction is, that its influence is most happy and beneficial. In no instance, indeed, so far as we have learned, would the advantages thus produced upon the general discipline of the schools be willingly given up.”

School Discipline.—Disagreeable rumors of irregularities in the discipline of some schools, and of a resort to unusual methods of corporal punishment in others, gave occasion for the appointment of a special committee to examine into the general subject of school discipline. This duty was discharged with great fidelity, statistics carefully collected, and a considerable departure from the spirit of the rules discovered, in a few cases invoking direct censure. The committee, in their report, say:—

"We are unanimous in our opinion that, where the least corporal punishment was used, there the best discipline was observed. Where the discipline was of a mild and conciliatory character, calculated to beget reciprocal influences between the teacher and scholar, the interest awakened in study and good behavior seemed developed and strengthened, and the very countenances of the scholars, on entering the room, showed their love of the place. On the contrary, in those schools where a great amount of corporal punishment was used, there was a forced attention to study, a sort of criminal look to the scholars, and everything betokened a frigidity of action, a want of that mutual sympathy which is the very breadth of school life,—a look of fear which seemed to denote distrust, embarrassment, confusion of thought and almost moral cowardice, appearing to induce an unhealthy development of disposition and character, unlike the dignity of a genuine moral and kindly influence."

In regard to girls' schools, the same committee express the opinion that corporal punishment should never be used, and find their justification in the very gratifying fact that "in two of the best girls' schools in our city, corporal punishment is not used, nor allowed on any condition." It is to be regretted that their attention was not called to what has become in some measure a substitute for the birch and the ferule, the effort to insure order, punctuality, and study by giving "checks" and "misdemeanors." This evil there is reason to believe has grown to alarming dimensions, and it is surprising that any intelligent, discriminating teacher could have been beguiled into its adoption. It is an inequable method of discipline. It makes no distinction between moral obliquities and accidents. It appeals neither to reason, nor to the affections, but only to the basest and most venial motives. It neither subdues, nor convinces, but simply enforces. It neither guides nor allures, but fetters. It has none of the virtues of the old historic birch. That inflicted but physical pain; this wounds the spirit. That was a conflict of a moment, in which the victory was of an authority asserted and maintained; this is a continuing conflict irritating the spirit and growing into moral gangrene. That was a manly hearing and defence, an open discussion of a defined issue; this a one-sided edict of condemnation. That was a punishment inflicted and ended; this is a punishment not only inflicted, but continued to modify the rank and standing and reputation of the scholar for the entire course of his education. That was demonstrative, patent, easily cognizable in its utmost extent; this is seductive, treacherous, by the frequency of its appliance and the bitterness of its effect eluding, or apt to elude, the vigilance of the most careful teacher,—better a thousandfold that the flesh should bear, for an hour or two, the wales of a rattan, than that the tissues of the young, tender, susceptible spirits, should be thus swollen with a sense of injury, mortification, and injustice.

The true discipline of the school-room is neither in the rod, nor in checks with loss of credits, but in the spiritual power of the teacher to enlist the

love of the pupil and to incite the desire of knowledge. Sir Roger Ascham was right in saying that the opinion of some "that children of nature love pastime, and mislike learning, because in their kind the one is easy and pleasant, the other hard and wearisome, is an opinion not so true as some men ween." For, says he—

"The matter lieth not so much in the disposition of them that be young, as in the order and manner of bringing up by them that be old; nor yet in the difference of learning and pastime. For, beat a child if he dance not well, and cherish him though he learn not well, ye shall have him unwilling to go to dance, and glad to go to his book; knock him always when he draweth his shaft ill, and favor him again though he fault at his book; ye shall have him very loth to be in the field, and very willing to go to school. Yea, I say more, and not of myself, but by the judgment of those, from whom few wise men will gladly dissent,—that, if ever the nature of man be given at any time, more than other, to receive goodness, it is in innocency of young years, before that experience of evil have taken root in him. For the pure, clear wit of a young child is like the newest wax, most able to receive the best and fairest printing: and like a new, bright, silver dish, never occupied, to receive and keep clean any good thing that is put into it."

And this truth he enforces with a most felicitous and pointed illustration. Before going into Germany he went to Leicestershire to take leave of his friend, the Lady Jane Grey. Her parents, the duke and duchess, with all the household, gentlemen and gentlewomen, were hunting in the park.

"I found her," he says, "in her chamber, reading Phaedo Platonis, in Greek, and that with as much delight as some gentlemen would read a merry tale in Bocace. After salutation and duty done, with some other talk, I asked her why she would lose such pastime in the park. Smiling, she answered me: 'I wist, all their sport in the park is but a shadow to the pleasure I found in Plato. Alas, good folk, they never felt what true pleasure meant.' And how came you, Madam, quoth I, to this deep knowledge of pleasure? and what did chiefly allure you unto it, seeing not many women, but very few men, have attained thereunto? 'I will tell you,' quoth she, 'and tell you a truth, which perchance ye will marvel at. One of the greatest benefits that ever God gave me, is, that he sent me so sharp and severe parents, and so gentle a schoolmaster. For, when I am in presence of either father or mother, whether I speak, keep silence, sit, stand, or go; eat, drink, be merry, or sad; be sewing, playing, dancing, or doing anything else, I must do it, as it were, in such weight, measure, and number, even so perfectly, as God made the world; or else I am so sharply taunted, so cruelly threatened, yea, presently sometimes with pinches, nips, and bobs, and other ways (which I will not name, for the honor I bear my parents,) so without measure misordered, that I think myself in hell, till time come that I must go to Mr. Elmer, who teacheth me so gently, so pleasantly, with such fair allurements to learning, that I think the time nothing, while I am with him. And when I am called from him, I fall on weeping, because whatsoever I do else but learning, is full of grief, trouble, fear, and whole misliking unto me. And thus my book has been so much my pleasure, and bringeth daily to me more pleasure and more, that in respect of it, all other pleasures in very deed be but trifles and troubles unto me.'"

The recommendation of the committee that it be made the duty of the several masters and teachers, at the close of each month, to make in writing to the chairman of the district committees, a report of all cases in which corporal punishment has been inflicted, stating the name of the pupil, the amount of punishment, and the reason for its infliction, and requiring such chairman, in his quarterly report to the board, to give the number of cases of corporal punishment during the previous quarter, and the average to each teacher of the district, was adopted. This regulation is reported to have had a very salutary effect, and to have resulted in benefits not anticipated in its adoption. Especially furnishing to each chairman an authentic and reliable record of all cases of discipline for his own guidance, the pacifying of parental alarms, and the safety of both teacher and pupil.

Edward Everett.—It only remains for us to remember the rich, rounded, golden fruitage of our schools, that during the past year, the angel-reapers have harvested, and through the "cloudy lustrings of purple and gold" that tapestried the morning sky, have borne to the realms above.

On the 15th of January, 1865, Edward Everett, a graduate, in 1804, from the Common Schools of Boston, and, in 1806, from her English High School, with the honors of both,—a servant of the city, the Commonwealth, the nation, his race, in many an office of labor, of learning, of trust,—the national citizen, the orator, the scholar, the diplomat, the patriot,—after many sacrificial offerings of wisdom, of patriotism, of love,—with a mind still at unrest and active in the unfolding of the great truths of nature,—from a walk amid the mysteries of science and an intimacy of communion with the powers and the beauties of the natural world vouchsafed to but few of human kind,—with a gift and devotion of language that adorned everything of which it treated,—mature, honored of the nations, beloved at home and abroad, passed from "these veils of aching, fainting, dying flesh," to that diviner scholarship in the region beyond the realms of material things, of which he has so beautifully said, "after the bloom of the cheek has faded, after the wreath of fame has withered, after the taste of pleasure has palled, after nature, after time, after life, after death, we reach at last the pleasant land,

‘ Sweet fields beyond the rolling flood,’—

where the philosophy of the mind awaits, at the foot of the Cross, from a Wisdom higher than its own, the complete solution of its momentous problems."

Mr. Everett was not only himself a graduate and, so to speak, a product of our Public Schools, but was ever their advocate and patron; his own children were educated in them; he repeatedly commended the schools themselves, and the system on which they were founded, to the attention of strangers with admiring pride and fondness, "not as a separate interest

of a favored class, but as the most important concernment of the whole community, practically interwoven with its inmost life." He indorsed that traditional thought of New England, that "education, in the full comprehension of the idea, is the drawing-out, the training-up of the intellectual principle in man; the divine principle which makes man what he is."

The conceit that the education of our Public Schools is to be a feeding of the child's mind with natural facts, with mere knowledge, progressing only with his capacities to see and fully understand, and finally to be thence dismissed with all the information needful for the discharge of life's ordinary duties, had no fascinations for his deeper and experienced wisdom. The law of progress is daily exploding these present facts of science,—they undergo perpetual deteriorations by time and scientific advance, like the fabrics of fashion,—but, said he, "to train and strengthen by discipline the powers of the mind, in other words to give still greater force and wiser direction to those intellectual energies which have established man in this Western world, is the great object of institutions of education, from the humblest infant school, to the most advanced seminary of learning, of science, of art, of the professions,"—and instead of useful studies, he pleads for what he styles, "the noble inutility of generous studies,—rather let me call it," he says, "for the ineffable beauty, dignity, loveliness, and priceless worth of the meditations and exercises of the thoughtful, well-instructed mind, soaring on the wings of conscious,—nay, better of its *unconscious* powers and susceptibilities, far above the region of utilitarian appliances to the highest heaven of thought, imagination and taste." "There is," he continues, "that in the capacities of our minds, which is more than useful, and which deals with higher elements than those of material well-being. It is not appointed to man to live by bread alone, and

‘The thirst that from the soul doth rise
Demands a drink divine.’

There are facts in the great and wondrous universe, which it is delightful to trace, though we cannot as yet discern their relations to the service of man. * * * Immeasurably above all the delights of sense is the serene rapture of meditation, the calm ecstasy of pure thought, sounding the depths of its own consciousness, and ruling all else which is subject to man, in the heavens above, and the earth beneath with the sovereign mastery of mind. Unspeakable are the attractions of patient enthusiastic science, now following the traces of creative wisdom along the minutest fibers of microscopic life, and now clinging to the folds of the streaming robe of Omnipotence as it floats over the transcendent galaxies of the highest heavens."

Unseduced by the speciousness of new theories, jealous of untried innovations, faithful to the wise experiences of the past, prophetic of the future common weal, let the school board of the city of Boston be ever found true

to the two ideas so often, so eloquently, so powerfully advocated by this eminent scholar, the development of the mental powers, and the thirst for meditative discovery.

School Committee.—EDWIN WRIGHT, GEORGE HAYWARD, LORING LOTHROP, ROBERT C. WATERSTON, JOHN A. LAMSON, EDWARD H. BRAINARD, ELISHA BASSETT.

In the programme of studies for the Primary Schools, provision is made for “oral lessons” in all the classes. The requirement respecting this description of instruction is as follows:—

“Sixth Class—Oral lessons on size, form and color, illustrated by objects in the school-room; also upon common plants and animals, illustrated by the objects themselves or by pictures.

“Fifth Class—Oral lessons on form, size and color, and on plants and animals; illustrated as above.

“Fourth Class—Oral lessons on objects as above, with their parts, qualities and uses.

“Third Class—Oral lessons as above, and upon common objects and the senses.

“Second Class—Oral lessons on objects, trades, and the most common phenomena of nature.

“First Class—Oral lessons on objects, trades and occupations, with exercise of observations by noting the properties and qualities of objects, comparing and classifying them, considering their uses, the countries from which they come, and their modes of production, preparation and fabrication.”

It will be observed that the “oral lessons” thus provided for constitute a progressive course of object teaching, or lessons on objects, beginning with the exercise of the senses and the perceptive faculties, and rising, finally, to the exercise of the reasoning faculty, or sense of relation, as it has been called, in view of the nature of its earliest operations. No textbook has been prescribed for this branch of instruction, either for the use of teachers or pupils, and no specific amount of time is assigned to it, all the details of its management being left to the discretion of the teachers.

Oral instruction is by no means a recent invention; wise teachers have always used it to a greater or less extent. For some years past it has been gradually becoming more prominent in our Primary Schools. It is, however, only about three years since oral lessons on *objects* were recognized as an essential part of the instruction to be given in these schools, by the adoption of the programme from which the above abstract is taken. This is the period required for completing the Primary School course of training, and, therefore, the pupils now graduating ought to have enjoyed the benefits of the object teaching, provided for all the different classes. But the requirement in respect to this branch has not, as yet, been fully complied with. Perhaps the most that can be said in general is, that a beginning has been made in teaching the required oral lessons on objects.

There is reason to believe, however, that the agencies now in operation will greatly accelerate the progress in this direction. Of the agencies to which I refer, our excellent Training School is by far the most important. Here our Primary teachers may, at any time, see exercises in object teaching, conducted by teachers who understand thoroughly both its theory and practice. I do not mean by this that all teachers are expected to copy the object lessons given in this institution; but I will venture to affirm that no conscientious and intelligent teacher can witness the oral lessons on objects, as there given, without approving the general spirit of the method, and desiring to imitate it in her school. Thus, as a model object teaching school, always open for inspection, it is calculated to exert a powerful influence in favor of the general introduction of the system. And it will exert a still greater influence in the same direction through its trained graduates, who, I trust, will be appointed to fill many of the vacancies which are constantly occurring in our Primary Schools. Some have already been appointed. The first step has been taken, and the improvement which has been inaugurated will, I doubt not, be carried forward, gradually, but surely, until, at length, every school will be taught by a teacher who has been trained in the theory and practice of teaching not only oral lessons, but every branch of elementary education. But it will take time to bring about this desirable change. With my present views I should not recommend that a very considerable portion of the school time should be devoted to object teaching in its narrow sense, that is, as including special set lessons on objects. One short daily exercise in it might be sufficient. If a teacher feels that she has not time to spare for so much as one lesson of five or ten minutes each day, then let her arrange for three lessons a week, or two, or at least one.

Object teaching, in its broad and true meaning, is not limited to oral lessons on objects. It is only another name for the right method of teaching every branch of elementary education. It is the natural method, aiming always to teach things and ideas in connection with words, which are but arbitrary signs of things and ideas. It aims to teach everything in the way best calculated to lead the pupil to self-education and self-development. If asked to name the most essential element in object teaching, in its wide signification, I should say it is its tendency to excite the curiosity or desire of knowledge. Perhaps it would not be extravagant to say, that any method is good or bad just in proportion as it tends to stimulate or repress this principle of action. "To acquire knowledge, or to discover truth," says Dugald Stewart, "is the proper object of curiosity;—a principle of action which is coeval with the first operations of the intellect, and which, in most minds, continues through life to have a powerful influence, in one way or another, on the character and the conduct. It is this prin-

ciple which puts the intellectual faculties in motion, and gives them that exercise which is necessary for their development and improvement.

* * * I wish to impress on all those who have any connection with the education of youth, the great importance of stimulating the *curiosity*, and of directing it to proper objects, as the most effectual of all means for securing the improvement of the mind; I may add, as one of the most effectual provisions that can be made for the happiness of the individual, in consequence of the resources it furnishes when we are left to depend on ourselves for enjoyment; and, in consequence, also, of the progressive vigor with which it operates to the very close of life, in proportion to the enlargement of our experience and the extent of our information."

It will be observed that the curiosity on which so great a stress is laid, is that curiosity alone which has *truth* for its object. It is not the curiosity to know what is said, but the curiosity to know what is true. In all the instruction imparted, and in all the studies pursued, in our schools, it should be the constant aim of the teacher to awaken, stimulate, and strengthen this curiosity, and to turn it to useful pursuits. And here I would remark, that it is a circumstance of the very highest importance in education, that the curiosity should be directed to the acquisition of knowledge, with a view to moral improvement and the promotion of the happiness of society.

The history of self-educated men is but the history of the operation of this principle. The life of Dr. Franklin, the most illustrious of all the graduates of our schools, is full of instruction on this point. He left school at the age of ten years, with a very small stock of school learning. In the eyes of a mere "haberdasher of nouns and verbs," or of one of Carlyle's "gerund-grinders," his education would have appeared very deficient. But somehow, either by his teachers at school, one of whom, he said, employed the "most encouraging methods," or by his parents at home, his curiosity, which was, doubtless, naturally strong, had been awakened. And it was the vigorous and persevering operation of this desire for knowledge which impelled him to that self-education which made him great. Says Miss Edgeworth, "The first thing that strikes us, in looking over Dr. Franklin's works, is the variety of his observations upon different subjects. Wherever he happened to be, in a boat, in a mine, in a printer's shop, in a crowded city, or in the country, in Europe or America, he displayed the same activity of observation. When anything, however trifling, struck him, which he could not account for, he never rested till he had traced the effect to its cause."

It cannot be doubted that it should be the chief end and aim of early education to develop activity of observation; and the normal method of accomplishing this object is to exercise the observing faculties in such a manner as to stimulate the curiosity, which is the very essence of object

teaching, as I understand it. The whole system is intended to lead to self-education. In accordance with this idea, if a child is taught to read a word, the aim should be to teach it in such a way as to tend to enable the child to read the next word without help, and to make him desire to do so.

Herbert Spencer, the greatest living writer on education, in Great Britain, is the author of the following admirable sketch of the theory and practice of object teaching in the ante-school period of childhood :—

“It needs but a glance at the daily life of the infant to see that all knowledge of things which is gained before the acquirement of speech is self-gained; that the qualities of hardness and weight associated with certain visual appearances, the possession of particular forms and colors by particular persons, the production of special sounds by animals of special aspects, are phenomena which it observes for itself. In manhood, too, when there are no longer teachers at hand, the observations and inferences required for daily guidance must be made unhelpt; and success in life depends upon the accuracy and completeness with which they are made. Is it probable, then, that while the process displayed in the evolution of humanity at large, is repeated alike by the infant and the man, a reverse process must be followed during the period between infancy and manhood, and that, too, even in so simple a thing as learning the properties of objects? Is it not obvious, on the contrary, that one method must be pursued throughout? And is not nature perpetually thrusting this method upon us, if we have but the wit to see it, and the humility to adopt it? What can be more manifest than the desire of children for intellectual sympathy? Mark how the infant sitting on your knee thrusts into your face the toy it holds, that you may look at it. See when it makes a creek with its wet finger on the table, how it turns and looks at you; does it again, and again looks at you; thus saying, as clearly as it can,—‘Hear this new sound.’ Notice how the elder children come into the room exclaiming—‘Mamma, see what a curious thing;’ ‘Mamma, look at this;’ ‘Mamma, look at that;’ and would continue the habit, did not the silly mamma tell them not to tease her. Observe how, when out with the house-maid each one runs up to her with the new flower it has gathered, to show her how pretty it is, and to get her also to say it is pretty. Listen to the eager volubility with which every urchin describes any novelty he has been to see, if only he will find some one who will attend with interest.

“Does not the induction lie on its surface? Is it not clear that we must conform our course to their intellectual instincts,—that we must just systematize the natural process,—that we must listen to all the child has to tell us about each object, must induce it to say everything it can think of about such object, must occasionally draw its attention to facts it has not yet observed, with the view of leading it to them itself whenever they recur, and must go on, by and by, to indicate or supply new series of things for a like exhaustive examination?

“See the way in which, on this method, the intelligent mother conducts her lessons. Step by step she familiarizes her little boy with the names of the simpler attributes, hardness, softness, color, taste, size, &c., in doing which she finds him eagerly help, by bringing this to show her that it is red, and the other to make her feel that it is hard, as fast as she gives him words for these properties. Each additional property as she draws his attention to it in some fresh thing which he brings her, she takes care to mention it in connection with those he already

knows; so that, by the natural tendency to imitate, he may get into the habit of separating them one after another. Gradually, as there occur cases in which he omits to name one or more of the properties he has become acquainted with, she introduces the practice of asking him whether there is not something more that he can tell her about the thing he has got. Probably, he does not understand. After letting him puzzle awhile, she tells him; perhaps laughing at him for his failure. A few recurrences of this, and he perceives what is to be done. When next she says, she knows something more about the object than he has told her, his pride is roused; he looks at it intently; he thinks over all that he has heard; and the problem being easy, presently finds it out. He is full of glee at his success, and she sympathizes with him. In common with every child, he delights in the discovery of his powers. He wishes for more victories, and goes in quest of more things about which to tell her. As his faculties unfold, she adds quality after quality to the list; progressing from hardness and softness to roughness and smoothness, from color to polish, from simple bodies to composite ones, thus constantly complicating the problem as he gains competence, constantly taxing his attention and memory to a greater extent, constantly maintaining his interest by supplying him with new impressions, such as his mind can assimilate, and constantly gratifying him by conquests over such small difficulties as he can master.

"In doing this she is manifestly but following out that spontaneous process that was going on during a still earlier period, simply aiding self-evolution; and is aiding it in the mode suggested by the boy's instinctive behavior to her. Manifestly, too, the course she is pursuing is the one best calculated to establish a habit of exhaustive observation; which is the professed aim of these lessons. To tell a child this and to show it the other, is not to teach it how to observe, but to make it a mere recipient of another's observations; a proceeding which weakens rather than strengthens its powers of self-instruction, which deprives it of the pleasures resulting from successful activity,—which presents this all-attractive knowledge under the aspect of formal tuition,—and which thus generates that indifference and even disgust with which these object lessons are not unfrequently regarded. On the other hand, to pursue the course above described, is simply to guide the intellect to its appropriate food; to join with the intellectual appetites their natural adjuncts,—*amour propre*, and the desire for sympathy, to induce by the union of all these an intensity of attention which insures perceptions alike vivid and complete; and to habituate the mind, from the beginning, to that practice of self-help which it must ultimately follow."

Is not this evidently nature's method, and therefore the true method? Of course, nobody supposes that the precise details here described are to be copied in the school-room. It is the system, the philosophy, the theory, the method, the spirit, that I would hold up for study and imitation. The system is comprised in three words, sympathy, curiosity, and self-help. The teacher must put herself in communication with the child's mind before she can really do anything for its education; and this is done by means of sympathy only. This young teachers are much less likely to understand than those of maturer years. Then the thirst for knowledge is to be awakened and strengthened by the skilful guiding and exercising of the observing faculties. If the right kind of mental food is presented to the child's mind, at the right time and in the right way, he will have an

appetite for it, and the appetite will grow by what it feeds on. And finally, the child must, at every step, be led to do everything for itself which it can do, and be thrown upon its own resources, as much as possible, and be directed in such a manner as to make it feel that it is self-directed, and helped in such a manner as to make it think that it is doing everything without help. These three things, which constitute the substance and spirit of object teaching, are not to be applied successively at different periods of time ; they are to go together at all times, and in every exercise, and every lesson, whether in reading, spelling, writing, numbers, drawing, printing, or on objects. To prevent misapprehension, I will add that I would not be understood as saying that the three elements I have named comprise the whole of object teaching, or the method of nature ; what I mean is, that they are the essentials.

I am well aware that the untrained, uneducated, narrow, routine, rote-teaching teachers, will not accept this doctrine ; or, more precisely, I should say, cannot accept it. Their experience has taught them that children do not like to learn, that nothing but compulsory drill will bring them up to the required standard of scholarship, and they have no faith in any other method.

Well, there are two things to be said to such teachers, and to all persons who take the same ground ; first, the required standard, it is true, is not always the proper standard, and therefore it cannot be reached by pursuing the proper methods ; and, second, the experience upon which so much stress is laid probably does not include a fair and full experiment with the object teaching method.

Having laid the great English educationist under contribution for a picture of object teaching in the home, before the child is sent to school, I will introduce, by way of contrast, another picture, drawn by the hand of Rev. Warren Burton, the best American writer on this subject, exhibiting, perhaps in rather strong colors, the characteristics of that type of elementary instruction which has been too common, and is not yet wholly extinct, that type which object teaching is designed to reform :—

“This is what we do, we grown-up and pretendedly grown-wiser people ; we catch up the acting, looking, learning, working and manufacturing, happy little creature, and clap him, together with twenties, thirties, forties, or fifties besides, into a wooden box, hardly, in some instances, large enough to hold them without jamming and hurting one against the other ; and fasten him upon a seat, out of the reach of the many objects he has been in the midst of, and which he has been doing with, as nature intended. Yes, there we fasten him, or permit our agent, the school committee or the school teacher, to do it ; and we make him bend his neck and fix his eyes on a plain, dry surface of paper. This he must not cut, fold, crumple, or variously shape, in the way of cultivating his manufacturing abilities. No : he must look straight down upon this metamorphosis of cotton. Were it but the rags out of which it came, many-shaped, many-hued, there would

be something to hold the eye ; but what does he see now ? Words, words, words ; little black, immovable images, which he cannot get his fingers under. What cares he for them ? Nature made him to care for things, and for words too, just so far as they stand for the things he has to do with, or can have any clear idea of. He indeed has an appetite, if we may so speak, for words, so far as they convey any ideas ; but we do not consult his appetite, but give him the words all tasteless of meaning. When I say this, I do not mean to convey, that no explanations at all are ever given, but that none scarcely are given, in a large majority of schools, take the country through, in immediate connection with the things to which they belong. Before the child enters school, it is always things ; then words. At school, it is first words, and then things ; that is, if the pupil shall happen to come across them. Otherwise, he must go without such substantial acquaintance. Now, this ought not to be. This period, lent by nature to prepare for future industry and livelihood, ought not to be so unprofitably and wretchedly spent. In all common sense and true philosophy, this paper-deadening, ink-blinding delusion should be put away. But what shall take its place ? Realities, life, thought, action, intelligence ; just what the child has been forced to leave at his own home. This might be done, and how easily and cheaply done besides ! Really it would not cost on the whole so much as school-weariness or school-hate costs, when it breaks over bounds and runs wild into mischief."

It is object teaching, rightly applied, which will give to the school the needed "realities, life, thought, action, intelligence." And in whatever school these elements are found they have been produced by object teaching, as I understand it, and by no other agency. If these characteristics are not found in any school which pretends to be an object teaching school, then it is not conducted in accordance with the spirit of that object teaching which I approve. I have already stated what I deem to be the essential elements of this system ; but another very important element is suggested by Mr. Burton's description of the opposite system. It recognizes the duty on the part of teacher to teach as well as to set tasks and hear recitations. Now it is very true that teaching and hearing recitations are often combined to some extent in the same exercise, and this is well. But it is not a very common practice to teach an advance lesson before it is given out to be prepared for recitation. This ought to be done much more than it is. I do not mean that every difficulty is to be explained, and every problem solved, for the pupils, but that just the help, and just the explanation, and just the suggestions needed should be given.

There are those who condemn and ridicule object teaching, as they understand it. And I do not blame them in the least for so doing, for their error is not in rejecting true object teaching. They are not passing judgment on the genuine article, for they do not know what that is. They have only seen or heard of the counterfeit, the poor imitation, and they are right in pronouncing it worthless. Were they to see the real thing, and fully understand its nature and scope, they would probably accept it and value it. Their judgment is all right, as far as it goes. Their fault

consists in presuming to speak *ex cathedra* upon a subject which they have not fully investigated. No mere printed page can convey an adequate conception of a true object teaching school. The school itself must be visited; its operations must be attentively studied and its results carefully examined. But, nevertheless, some general notion of the spirit and aims and methods of this system may be gathered from the following extract, from a very able report on the subject, prepared by Professor S. S. Greene, of Brown University, and read at the last annual meeting of the National Teachers' Association :—

“But what is object teaching? Not that so-called object teaching which is confined to a few blocks and cards to be taken from the teacher's desk, at set times, to exhibit a limited round of angles, triangles, squares, cubes, cones, pyramids, or circles; not that which requires the pupil to take some model of an object lesson drawn out merely as a specimen, and commit it to memory; nor is it that injudicious method which some teachers have adopted in order to be thorough, that leads them to develop distinctions which are suited only to the investigations of science; nor is it a foolish adherence to the use of actual objects when clear conceptions have been formed and may take the place of physical forms; nor is it that excessive talking about objects which makes the teacher do everything, and leaves the child to do nothing,—that assigns no task to be performed,—a most wretched and reprehensible practice; nor, again, is it that which makes a few oral lessons, without anything else, the entire work of the school.

“But it is that which takes into the account the whole realm of Nature and Art, so far as the child has examined it; assumes as known only what the child knows,—not what the teacher knows,—and works from the well known to the obscurely known, and so onward and upward, till the learner can enter the fields of science or abstract thought. It is that which develops the abstract from the concrete,—which develops the idea, then gives the term. It is that which appeals to the intelligence of the child, and that through the senses until clear and vivid conceptions are formed, and then uses these conceptions as something real and vital. It is that which follows Nature's order,—the thing, the conception, the word; so that when this order is reversed,—the word, the conception, the thing,—the chain of connection shall not be broken. The word shall instantly occasion the conception, and the conception shall be accompanied with the firm conviction of a corresponding external reality. It is that which insists upon something besides mere empty verbal expressions in every school exercise,—in other words, expression and thought, in place of expression and no thought. It is that which cultivates expression as an answer to an inward pressing want, rather than a fanciful collection of pretty phrases culled from different authors, and having the peculiar merit of sounding well. It is that which makes the school a place where the child comes in contact with realities just such as appeal to his common sense, as when he roamed at pleasure in the fields,—and not a place for irksome idleness,—not a place where the most delightful word uttered by the teacher is “dismissed.” It is that which relieves the child's task only by making it intelligible and possible, not by taking the burden from him. It bids him examine for himself, discriminate for himself, and express for himself,—the teacher, the while, standing by to give hints and suggestions,—not to relieve the labor. In short, it is that which addresses itself directly to the eye, external or internal, which summons to its aid

things present or things absent, things past or things to come, and bids them yield the lessons which they infold,—which deals with actual existence, and not with empty dreams—a living realism and not a fossil dogmatism. It is to be introduced in a systematic way, if it can be done,—without much form where system is impracticable; but introduced it should be in some way everywhere. It will aid any teacher in correcting dogmatic tendencies, by enlivening his lessons, and giving zest to his instructions. He will draw from the heavens above, and from the earth beneath, or from the waters under the earth, from the world without and from the world within. He will not measure his lessons by pages, nor progress by fluency of utterance. He will dwell in living thought, surrounded by living thinkers,—leaving at every point the impress of an objective and a subjective reality. Thoughtful himself, he will be thought-stirring in all his teaching. In fact, his very presence, with his thought-inspiring methods, gives tone to his whole school. Virtue issues unconsciously from his every look, and every act. He himself becomes a model of what his pupils should be. To him an exercise in geography will not be a stupid verbatim recitation of descriptive paragraphs, but a stretching out of the mental vision to see in living picture, ocean and continent, mountain and valley, river and lake, not on a level plane, but rounded up to conform to the curvature of a vast globe. The description of a prairie on fire, by the aid of the imagination, will be wrought up into a brilliant object lesson. A reading lesson descriptive of a thunder-storm on Mount Washington, will be something more than a mere conformity to the rules of the elocutionist. It will be accompanied with a conception wrought into the child's mind, outstripped in grandeur only by the scene itself. The mind's eye will see the old mountain itself, with its surroundings of gorge and cliff, of woodland and barren rock, of deep ravine and craggy peak. It will see the majestic thunder-cloud moving up, with its snow-white summits resting on walls as black as midnight darkness. The ear will almost hear the peals of muttering thunder as they reverberate from hill to hill.

“A proper care on the part of the teacher may make such a scene an all-absorbing lesson. It is an object lesson,—at least, a quasi-object lesson,—just such as should be daily mingled with those on external realities. To give such lessons, requires, on the part of the teacher, a quickened spirit,—a kind of intellectual regeneration. Let him but try it faithfully and honestly, and he will soon find himself emerging from the dark forms of Judaism into the clear light of a new dispensation. Indeed, this allusion contains more than a resemblance.

“The founder of the new dispensation was called, by way of eminence, ‘The Master.’ In him was embodied and set forth the art of teaching. He was the ‘teacher come from God’ to reveal in his own person and practice God's ideal of teaching. And did he not invariably descend to the concrete even with his adult disciples? Hence it was that ‘the common people heard him gladly.’

“Whoever will study the lessons given by him will see with what unparalleled skill he passed from concrete forms up to abstract truths. He seldom commenced with the abstract. ‘A sower went forth to sow;’ ‘A certain man had two sons;’ ‘I am the vine, ye are the branches,’—are specimens of the way he would open a lesson to unfold some important abstract truth. The best treatise on object teaching extant is the four Gospels.

“Commencing as if he discovered an interior fitness in the object itself, he would lay under contribution the wheat, the tares, the grass, the lilies, the water, the bread, the harvest, the cloud or the passing event, and that to give some important lesson to his disciples.

“The abstract we must teach, but our teaching need not be abstract. We may approach the abstract through the concrete. We must do it in many cases. And the methods of our Saviour are the divine methods, informally expressed in his life. Let us reverently study them, and enter into the spirit with which they were employed. Such, in brief, are the fundamental uses of objects; such the adaptation of the human mind in its development to external Nature; such its growth and ever increasing capacity to interpret the revelations of her myriad forms; and such the wonderful power of language.”

In connection with this admirable statement of the nature and scope of the system, I cannot forbear to quote the following comprehensive summary of its ends and uses, from an excellent little book on “Early and Infant-School Education,” by James Currie, Principal of the Church of Scotland Training College, Edinburgh:—

“The predominant aspect of the object lesson is the mental exercise it gives; it is meant to awaken the intelligence, and to cultivate the different phases of observation, conception, and taste, without which little satisfactory progress can be made in their future education. It is a disciplining, not a utilitarian, process; the information it gives is a means, not an end.

“The range of this department of instruction is exceedingly comprehensive. It draws its materials from all the branches of knowledge, dealing with things which can interest the child or exercise his mind. Thus, it is Natural History for children; for it directs their attention to animals of all classes, domestic and others, their qualities, habits, and uses; to trees and plants and flowers; to the metals and other minerals which, from their properties, are in constant use. It is Physical Science for children; for it leads them to observe the phenomena of the heavens, sun, moon, and stars, the seasons, with the light and heat which make the changes of the weather, and the properties of the bodies which form the mass of matter around us. It is Domestic Economy for children; for it exhibits to them the things and processes daily used in their homes, and the way to use them rightly. It is Industrial and Social Economy for children; for it describes the various trades, processes in different walks of art, and the arrangements as to the division of labor which society has sanctioned for carrying these on in harmony and mutual dependence. It is Physiology for children; for it tells them of their own bodies, and the uses of the various members for physical and mental ends, with the way to use them best and to avoid their abuse. It is the science of common things for children; for it disregards nothing which can come under their notice in their intercourse with their fellows or their superiors. And, finally, it is Geography for children; since it has favorite subjects of illustration in mountain and river, forest, plain, and desert, the different climates of the earth, with their productions and the habits of their people, the populous city, and the scattered wigwams of the savage.”

There are those, I am well aware, who will say that all this is throwing away time and energy; and that children would be better occupied in reading and spelling, and in learning the multiplication table, and so fitting themselves for the practical business of life. Where schools are controlled and taught by persons entertaining this narrow view of the objects and methods of education, children must continue to pass much of their school

life in unprofitable employment, or in their idleness. But, fortunately, it is no longer a question whether this department of instruction shall constitute a part of the training prescribed for the pupils in our Primary Schools. It has already been fully provided for in the schedule of subjects to be taught in these schools; and, besides, we have, in successful operation, an excellent Training School, where ladies who are to become teachers of Primary Schools are acquiring a thorough knowledge of the theory and practice of the system. It only remains for the teachers to conform to the requirements of the regulations in this respect. If there is any teacher who has not yet made a beginning in lessons on objects, it is to be hoped that she will not longer defer it. Some excellent teachers unconsciously carry the spirit of the system into the teaching of the ordinary branches, and by so doing, produce very satisfactory results. But they would produce still better results, if they would go a step farther, and devote a part of their time to special lessons on objects. Some are deterred from undertaking this description of teaching, by the erroneous notion that an object lesson must be given after a certain technical formula which they do not understand. But the truth is that the most effectual lessons for young children are generally those which have the least appearance of formality. By speaking familiarly with them about objects within the range of their experience and observation, we shall awaken their curiosity and cultivate their attention.

The conversational method is the best, although the topics should not be left altogether to chance. The different subjects to be taught should be introduced in their natural order, and in harmony with each other,—and they should be graduated to suit the age and proficiency of the pupils. The conversational teaching has ever been regarded by the most eminent educators, as the most appropriate and effective mode of proceeding in early education. It was so peculiarly the method of Socrates that it is known by his name. It was recommended and illustrated by Rousseau and by Miss Edgeworth; and Pestalozzi and Fellenberg made it their chief instrument of instruction. Dr. Franklin has told us in his autobiography how his father made use of it in the education of his children. “At his table,” he says, “he liked to have, as often as possible, some sensible friend or neighbor; and always took care to start some ingenious or useful topic of discourse, which might tend to improve the minds of his children. By this means he turned our attention to what was good, just, and prudent, in the conduct of life.” At an educational meeting held in Plymouth County in 1838, Daniel Webster expressed his views on this topic in the following language: “It has become the fashion to teach everything through the press. Conversation, so valued in ancient Greece, is overlooked and neglected; whereas it is the richest source of culture. We teach too much by manuals, too little by direct intercourse with the pupil’s mind; we have

too much of words, too little of things. Take any of the common departments, how little do we know of the practical detail, say geology. It is taught by books. It should be taught by excursions in the fields. So of other things. We begin with the abstracts, and know little of the detail of facts; we deal in generals, and go not to particulars; we begin with the representatives, leaving out the constituents. Teachers should teach things." And Spurzheim, using the words signs, and ideas, as synonymous with "representatives" and "constituents," says, "school education, after the monkish and old-fashioned system, begins with teaching printed and written signs, without explaining their signification, and even the instruction we commonly receive in colleges, is more a communication of signs than ideas. Youth are admired and rewarded in proportion as they know signs."

I have witnessed some conversational lessons in a Primary School by Mr. Alcott, our great master of conversation, and the pioneer of infant school teaching in this country. I wish every teacher could enjoy the same privilege; but as this is not practicable, the next best thing is to read his golden words on this subject:—

"Conversation is the mind's mouth-piece, its best spokesman; the leader elect and prompter in teaching. Practised daily it should be added to the list of school studies; an art in itself, let it be used as such and ranked as an accomplishment second to none that nature or culture can give. Certainly, the best we can do is to teach ourselves and children how to talk. Let conversation displace much that passes current under the name of recitation; mostly sound and parrotry, a repeating by rote, not by heart, unmeaning sounds from memory, and no more. Good teaching makes the child an eye-witness, he seeing, then telling what is seen, what is known, or comprehended; a dissolving of the text for the moment and a beholding in thought as through a glass. 'Take my mind a moment,' says the teacher, 'and see how things look through that prism,' and the pupil sees prospects never seen before or surmised by him in that lively perspective. So taught the masters: Plato, Plutarch, Pythagoras, Pestalozzi; so Christianity was first published from lovely lips; so every one teaches deserving the name of teacher or interpreter. Illustrations always apt; life calling forth life; the giving of life and a partaking. Nothing should be interposed between the mind and its subject-matter; cold sense is impertinent; learning is insufficient; only life alone,—life, like a torch, lighting the head and the heart. Even so are children made partakers of it; are asking for it every day over their books, in school-rooms and elsewhere, and getting some elsewhere in these times of activity. * * We are wont to associate college acquirements, books, erudition, with the office of teaching, and to consider learning as the teacher's chief qualification. It is a sad mistake, and the schools have been the sufferers from it. Books were thoughts first, their contents the results of thinking,—they should be baits for thought and study. We need minds whose thoughts are the substance and soul of books; persons of good gifts, having thoughts and feelings, and who can impart them in lovely ways, can dissolve the book and show its contents outside of its covers; meeting their classes, first, to hear all they can recite out of their books,

and then to pour from a glowing mind a flood of light over the pages, and create the subject anew before their eyes, inspiring them with the soul of creation. We want living minds to quicken and inform living minds. A boy's life, a maiden's time, is too precious to be wasted in committing words to the memory from books they never learn the use of."

This conversational teaching is especially needed by the great mass of children who come from homes of poverty and ignorance. Many of these children, who are of the age to be admitted to the Grammar School, and are able to read with considerable fluency, are extremely ignorant of "common things," and, what is still more to be deplored, they have had too little instruction in what is "good, and just, and prudent in the conduct of life."

As a means of promoting object teaching in our schools, it is desirable that committees should, in their visits and examinations, call for the exercises in this branch which the regulations require. Teachers feel themselves under the necessity of giving their efforts mainly to those branches and subjects which tell in examinations, and hence the mode of examination adopted by committees has a powerful influence in determining the kind of instruction imparted. It should therefore be the aim of all who have the supervision of schools to bestow the highest commendation for that kind of service which really does the most good to the pupils, and not that which merely makes the best show in a recitation. The law of demand and supply is as certain in its operation in the school-room as in the market. A few years ago script writing was rarely seen in any of our Primary Schools, but now that the facilities for teaching it have been supplied, and the masters of the Grammar Schools examine pupils in this branch for admission into their schools, it has become universal. So it will be with object teaching. When teachers find that they can afford to give time to it, they will not be slow in finding out how to handle it to advantage. They will have by them the works of Sheldon, or Calkins, or Burton. They will have their collection of objects,—animal, vegetable, and mineral; artificial and natural; indigenous and exotic; domestic and foreign; and so we shall at length witness the consummation of the wish expressed by Professor Agassiz, that every Primary School might have its own little museum. When our children shall have been taught according to the true spirit of this system, both morally and intellectually, they will be found on their holidays crowding the galleries of our noble Museum of Natural History, instead of crowding, as they are now too much inclined to do, the halls and galleries of negro minstrels; and when they sit down to read at home, they will prefer useful and instructive books, to "dime novels," and other novels of low degree.

Superintendent of Public Schools.—JOHN D. PHILBRICK.

CHELSEA.

Chelsea is poor, we know; the taxes are borne almost entirely by real estate, and are already sufficiently large for the dispositions and pockets of the payers. But Chelsea cannot afford to look back in her career of prosperity. She cannot afford to have poor schools, inefficient teachers, or dilapidated and unhealthful school-houses. We must not, to imitate Boston or any other city, expend money unnecessarily in princely salaries or on palatial school-houses; but, whatever is necessary is right, and as the supply of children is large, and not in present prospect of diminution; and as we acknowledge, and the law secures, the right to education, competent teachers and sufficient buildings must be provided. Some of the old buildings referred to may, by patching, eke out for a year or two yet their forlorn existence; but in this, as in other matters of the kind, it will be found that a wise liberality is the best economy. "There is that scattereth and yet increaseth; and there is that withholdeth more than is meet, yet it tendeth to poverty."

Closely connected with the last subject in its influence on the character of our schools, blending with it in its effect on the treasury, is the subject of salaries. The time has gone by when a sufficient grammar master can be had for a thousand dollars per annum. No man, with a family to support, can live as this community would be willing and would expect a schoolmaster to live, providing himself with the necessary books and lectures, which are the tools of his trade, and by which he keeps himself abreast of the age, on much less than double that sum. The appearance of mercantile and financial matters certainly is as if we had entered upon a cycle of high prices. Many able men have come to believe that this generation will never see again the old low prices for articles of family consumption. This being the case, it becomes us to look the position squarely in the face, and wisely, economically, but with judicious liberality, pay our employees fair salaries as compared with the value of their services in other places. "Education," said Edward Everett, "is a better safeguard for a nation than a standing army; and in proportion as you diminish the wages of the schoolmaster you must raise the pay of the recruiting sergeant."

The largest salary now paid to an assistant teacher in our Grammar Schools is \$425. Any one of them possessed of sufficient health could earn more with a sewing machine. A first-class dress-maker will command more cash, and board besides. A capable domestic can earn \$150 a year and board. Nearly all of our teachers are entirely dependent on their unaided exertions for a livelihood; and a number of them have relatives dependent upon them. In either case, where respectable board commands four dollars and a half per week, there can be no surplus against a rainy day. Numbers of our teachers, after deducting board, have less than one

hundred dollars per annum for all other expenses. If we desire to enter the tuition market, to buy as good merchandise as our neighbors, we must be prepared to pay its market value. The next year's board will doubtless find themselves obliged to advance on last year's salaries.

For the Committee.—THOMAS GREEN.

ESSEX COUNTY.

AMESBURY.

It is painfully evident to the committee that, with the advancement of the material interests of the village, there has been loss of interest in the school by parents. The increased facilities for employment, which the large hat establishments have given, have taken from the school many who ought to have been there. There are certainly fifty scholars in the district who ought to have attended school during the year. The average attendance was, in summer, 32; in winter, 23. When the committee inquired for scholars who had left, or who had not been in attendance, the invariable answer was, "In the factory."

The opportunities for the education of our youth are too soon gone to be thus wasted. A year of school life can never be recalled, and the time will come when parents and scholars will sadly remember the golden hours thrown away for a little temporary gain. More frequent visits to the school-room would deeply impress parents with the importance of the flying years of childhood as the only time to receive the proper intellectual and moral culture for their future usefulness and happiness. On the Public School we must depend for the training of a very large proportion of all our youth. If they are denied this, too meagre at the best, what ought we to expect of their future career but blasted hopes and years of sorrow?

At no time within the knowledge of the committee, have the schools occupied so high a position for efficiency and usefulness, as during the last twelve months. This has been accomplished only by the persistent and long continued effort of all interested in the cause of education. But while we commend the successful effort which has been made to elevate the standard of our Public Schools, we would by no means have our fellow-townsmen relax their support, thinking their work done, and that nothing remains for them to do but continue on in the present well enough course. There yet remains a great work to do, a large amount of ignorance to exterminate, a numerous rising generation to train up in the paths of intelligence, virtue, and morality. No institution has yet arrived at perfection,

and no human mind attained to its most profound acquirement. No community has yet arrived at its highest intellectual stand-point, nor have our schools acquired that rank for intellectual culture, and the full and free development of mind which is essential to complete success.

In order to accomplish this important work, we invoke the active co-operation of parents. Let them, one and all, feel that it is a matter which directly concerns them and theirs, the influence of which is not confined to the present, but will extend to all coming time for good or evil, as they are faithful or unfaithful to their trust. Would you have the rising generation intelligent, virtuous and moral, give your whole influence to the cause of Common School education. Join with the efforts of the committee and teachers to enforce discipline, encourage constant and seasonable attendance, discountenance dismissions under trivial excuses, and, above all, make frequent visits to the school-room. Do not forget that teachers have their trials and troubles to contend with, that they meet with many discouragements, and need your presence and sympathy to encourage them in their arduous duties. Interest yourselves in the studies of your children, examine into their lesson, hear them read and spell words, cipher with them, criticize their compositions, question them in geography, history, and their other studies, and learn the proficiency they are making by daily inspection. By pursuing such a course you will quicken the energies of the teacher, make the task less irksome, and encourage the scholars to improve the brief space of time allotted to the acquirement of an education. When such shall be the condition of the cause, we shall no longer be annoyed with schools unworthy of the name.

School Committee.—JOS. MERRILL, Y. G. HURD, G. W. NICHOLS.

ANDOVER.

We are glad to report that, with perhaps one or two exceptions, all the schools in town have made very commendable progress during the past year. The teachers have remained through the entire year without change, in most of the districts. The interest in the schools has greatly increased until it has at last culminated in the vote passed at the April town meeting to abolish the school district system, and adopt the municipal system in the management of the Public Schools. This was much more than the committee expected, and has thrown a much heavier burden upon their shoulders than they desire to bear alone. The committee was, therefore, well pleased, when, on the request of its chairman, the town appointed a special committee to examine and report on the condition and fitness of the school-houses for the purpose for which they were used, and to suggest such changes in both the houses and apparatus as they may deem best. This

committee was appointed at the adjourned meeting in April, and has greatly simplified the work of the school committee.

By this change of the school system the school committee are now vested with the necessary powers for the grading of the schools, and to make such general regulations as may introduce system into the whole school work of the town. We have therefore thought that we could in no better way conclude our report and set forth the practical advantages to be derived from the change which has been made, than by commencing a code of regulations for the government of the schools in the town of Andover. We shall herewith now print those, only, which are of most pressing necessity. Others will be published as time gives us opportunity to digest them, and experience determines their best form.

School Regulations of the Town of Andover.—I. The metes and bounds of the districts, now abolished, shall be retained as a convenient guide in the arrangement of the schools, and their distribution in all parts of the town.

II. (1.) There shall be four grades of schools in the town of Andover, viz.: Primary, Intermediate, Grammar, and the High Schools.

(2.) If in any district or districts this classification of schools is found impracticable, the schools otherwise constituted shall be called Mixed Schools.

(3.) The studies for which provision shall be made in the Mixed Schools shall be such as are embraced in the limits of the course marked out for all the schools of all the grades provided for in the town.

III. (1.) There shall be a Mixed School in each of the following districts, as heretofore, viz.: The Scotland, the Holt, the West Centre, the Osgood, the Bailey, the Abbott, and the North District.

(2.) In any vote equalizing the salaries of the teachers throughout the town, the teachers in these schools shall receive the same salary with the highest in any of the District Schools.

(3.) In the Frye district the schools shall be divided into two departments, called the Senior and the Junior, as heretofore.

IV. There shall be a Primary and an Intermediate School in each of the remaining districts, viz.: South Centre, the Village, the Phillips, and the Ballardvale. In the Phillips district and in all the districts these schools may be united under one teacher, with such assistants as the circumstances of the school may demand.

V. (1.) There shall be two Grammar Schools in the town, one located in the Centre district and called the Central Grammar School of the town, and the other located at Ballardvale and called the Ballardvale Grammar School.

(2.) Promotions shall be made to the Central Grammar School from the Intermediate Schools in the South Centre, the Phillips, and the Village

district, and to the Ballardvale Grammar School from the Intermediate School in that district alone.

(3.) These Grammar Schools shall also be open for the reception of scholars from all the districts in the town, subject to the direction of the school committee, provided that those who apply shall show themselves qualified, as hereinafter required.

(4.) No scholars resident in one district shall attend any Mixed, Primary or Intermediate School in any other district, except by permission of the committee for good reason.

VI. (1.) The High School.

The Punchard Free School (in accordance with the law of the Commonwealth, specially provided in the case of the town of Andover,) is hereby recognized as, and declared to be the High School of the town of Andover.

(2.) The rules and regulations of the Punchard Free School are declared to be, so far as they are applicable, the rules and regulations of all the Public Schools of the town of Andover.

VII. (1.) At each annual meeting of the school committee, the schools shall be divided among the members of the school committee, whose duty it shall be, each of them, to act the part of special visiting and prudential committee in regard to those schools committed to his care, provided that the committee appointed to look in upon the High School shall assume no authority as from this committee, but shall act only as the medium of correspondence between this committee and the visiting committee of the school appointed by the board of trustees for the Punchard School.

(2.) Each committee shall visit each school committed to his care within two weeks from the beginning of each term, and shall provide that at least one member of the school committee shall be present at the close of each term in such school. He shall provide all necessary utensils and fuel for the school, and attend to all those duties heretofore performed by the prudential committee of the district. He shall also have a right to appoint a janitor or janitors for the schools under his care.

(3.) All the members of the school committee shall be present at the close of the year. The examinations and the closing of the terms shall be arranged by the chairman of the committee so as to allow this arrangement to be carried out; also so as to equalize the length of the terms in all the district schools throughout the town.

(4.) All moneys from funds or other sources, contributed to lengthen out the schools shall be passed into the hands of the visiting committee for the particular schools designed to be benefited, who shall be held responsible for the application of same to the purpose specified, it being understood that the schools thus benefited shall be continued so much longer than the other schools in the town as the amount of the money contributed will allow.

VIII. (1.) The regular promotions from the various schools below the Grammar Schools may be made by the member or members of the school committee present at the close of any term examination, on the nomination of the teacher of the school for which the promotion is made. Promotions out of regular course may be made by the teachers of the Intermediate and Primary Schools, to the Grammar and Intermediate Schools, on consultation with the visiting committee, and with the teacher of the Grammar School, provided that the scholar so promoted shall have proved himself or herself worthy of promotion and appears capable of doing the work of the school to which he or she is promoted.

(2.) All scholars to be admitted to the Central Grammar School must give satisfactory evidence of the fact that they are at least ten years of age; must be able to read fluently in easy prose from the highest reader appointed to be used in the schools below, and to spell common words of at least three syllables. They must be able to write out sentences in a legible hand. They must pass a satisfactory examination in Colburn's Mental Arithmetic as far as section four, and in Eaton's Arithmetic as far as to vulgar fractions. They are particularly required to be familiar with the several addition, subtraction, division and multiplication tables, and to read and write with promptness Arabic numbers containing eight figures. They must have obtained a general knowledge of the geography of the world, and of the United States, such as would be acquired by having studied through Colton's and Fitch's Primary, and in their Introductory Geography as far as to Mexico. They must have obtained a knowledge of grammar, at least so far as to be able to select the various parts of speech in any common prose sentence.

(3.) In the various promotions, particular reference shall be had to the behavior and deportment of the scholars; and the hope of promotion shall be used by the teacher as a constant incentive to good conduct, and to increased diligence in their studies.

(4.) In the Frye and the Ballardvale districts such a division of the schools shall be made as shall equalize, as far as possible, the work to be done in the several schools of those districts.

IX. The school books to be used in the several Grammar, Intermediate and Primary Schools shall be the same as heretofore in use in the schools, except as additional books may be required in the Grammar School.

X. The examinations of the candidates for teachers shall be held as often, at least, as once a year, as follows:

(1.) Public notice shall be given in the local paper and papers, to all teachers resident in the town of Andover, who wish to be considered candidates for teachers, inviting them to be present at the time appointed.

(2.) Private notice to the same effect shall also be given to any teachers, who, from out of town, have signified during the year, their desire to

teach in Andover, and who shall have replied satisfactorily to questions addressed to them in writing from this committee.

(3.) The day appointed for the examination having arrived, the examination of those present shall be chiefly a written examination. But an oral examination shall be added, together with reading by the several candidates in turn.

(4.) From those thus examined the number of teachers specified in the notice originally given shall be selected, who shall be placed in the schools at the discretion of the committee, as vacancies may occur in positions which they may be willing to accept.

(5.) Other examinations may be had to supply vacancies, if, during the year there remains none of the approved teachers unemployed, or desirous of employment in the schools.

XI. (1.) So far as possible teachers shall be employed by the year, at a salary to be increased at the discretion of the committee, and they are not to be discharged or changed so long as they perform their duties with fidelity and efficiency, to the satisfaction of the committee, unless upon their own resignation.

(2.) The salaries in the corresponding grades of schools shall be equalized throughout all the districts of the town, as nearly as possible.

School Committee.—BENJ. B. BABBITT, H. S. GREENE, SAM'L H. BOUTWELL.

BEVERLY.

Parents have much to do with the prosperity or ill-success of our schools. We have a little advice for such as need it, and we wish to give it in all kindness, but in such a way as to arrest attention and be easily remembered.

1. Send your children to school the very first day of each term. Fail not for the want of forethought, plan and effort.

2. Be sparing of your written excuses for the absences and tardinesses of your children. Avoid the necessity of writing such excuses by keeping them at school every day, during school hours, if it is within the limits of possibility. Thirteen hundred and seventy-five such excuses addressed to one single teacher!

3. If you think your children are not advancing as fast as they might in their studies, which is no uncommon thing with parents, do not utter your thoughts to any one, not even to the committee, until you have seen the teacher and obtained from him all the information you can about the matter.

4. Aid in the government of your school. Do it in this way. Govern your children at home, and authoritatively enjoin upon them obedience at school, so that their teacher will have nothing special to do in enforcing obedience. If, perchance, they receive correction for idleness or some mis-

demeanor, and make their complaint to you, manifest no sympathy with them, make no remark to them unfavorable to their teacher, and say not a word to any one else until you have visited their teacher and heard his statement. You owe this to yourselves, to your children, and the school. What would you think of a judge and jury who should give their decision in a case on trial, having heard the testimony only on one side? Children, in telling tales out of school, are not always to be implicitly trusted.

If you are not satisfied with the treatment of your children at school in any respect, go directly to the teacher, and, without any unnecessary delay, frankly but kindly make known to him your dissatisfaction, and the ground for it. You may find it like the "baseless fabric of a vision."

5. Don't be in haste to have your children pass from the Primary to the Intermediate, from the Intermediate to the Grammar, from the Grammar to the High School. Wait patiently until they are qualified for an advanced position. By following our advice in these particulars, you will render to the schools a valuable service.

Physical, Intellectual, and Moral Culture.—As to the first, we here re-affirm our convictions of its importance, and renewedly and earnestly commend it to the practical regard of parents and teachers. In school, let some gymnastic exercise be resorted to whenever the pupils need it, as a cure for restlessness and a quickener of the mind.*

The importance of intellectual culture is, in theory at least, universally conceded. Is it not practically regarded as the object designed to be secured by the maintenance of our schools? "Educate! educate! educate!" That is, develop and strengthen the intellectual powers. Is not this too exclusively the education sought and secured? Ought we not habitually to take a broader, a more comprehensive view? Do body and intellect constitute the whole of a child's being? Has it not also a moral, a spiritual nature? If so, should that be neglected? Ought it not rather to be diligently, assiduously, faithfully cultivated? Is not this really the most important thing in a child's education? Instead, then, of being put in the back ground, ought it not to be kept prominently in view?

(1.) How is this subject treated in the Bible?

"These words which I command thee this day, shall be in thine heart, and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thy house, and when thou walkest by the way, and when thou liest down, and when thou risest up. And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes. And thou shalt write them upon the posts of thy house, and on thy gates."—Deut. vi. 6-9.

These words—what words? Reference is made to the ten commandments, written upon two tables of stone by the finger of God. The first

and great commandment, involving all the rest, is, "Hear, O Israel, the Lord thy God is one Lord: and thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy might." These words thou shalt teach unto thy children—they are to be talked about, explained, enforced, placed in different and conspicuous positions, so as often to meet the eye and engage the attention of the young. The eye as well as the ear is to be made an avenue to the heart and conscience. These words are to be taught diligently, constantly, and by various methods. The paramount importance of this instruction is perfectly obvious from the style of this address. "Ye fathers, provoke not your children to wrath; but bring them up in the nurture and admonition of the Lord."—Eph. vi. 4. In other words, give them such an education as the Lord approves. And can he approve an education which ignores the duty of loving and obeying him? an education in which moral and religious training has no place?

Do any say—All this belongs to parents—to the family—the Sabbath school, and the sanctuary? Then:

(2.) What says human law? How have our legislators regarded this matter? The colonists of Massachusetts Bay, in 1642, in an Act relating to education, required, among other things, "that religious instruction should be given to all children."

The law now in force is in the following explicit, beautiful language: [See Gen. Stat., Chap. 38, Sect. 10.]

How accordant this is with the divine law? Here it is made the duty of teachers in all the Public Schools, to give moral and religious instruction. The experience of this nation, especially for a few years past, shows us clearly the justness of this law and the importance of obeying it. We are referred to "the basis on which a republican constitution is founded." We cannot, within proper limits, notice particularly all the things specified which combine to form that basis. But we feel constrained to notice a few.

(1.) *Love of Country*.—How important that American children be taught to love their own country! And what opportunities teachers in our Public Schools have to impress this on their minds! What a country in itself and in comparison! What a government is ours!

Those who recently did their utmost to overthrow it being judges, it is the best the sun ever shone upon. What did it cost to establish upon these shores republican institutions? What did the Pilgrims do and suffer? What did our revolutionary fathers do and suffer? What have hundreds of thousands, yes, millions of their descendants, through the late unparalleled civil war, done and suffered, to defend and maintain these institutions against ruthless assailants? Ought we not to say, Our dear, our native, or adopted land?

Love of country! Let it be planted in every infant mind, and then let it be cherished by the use of all appropriate means, until it shall be stronger than death.

(2.) *Temperance*.—Always important that no suitable pains should be spared to influence children and youth to refrain entirely from the use of whatever intoxicates, is it not specially so at the present time? The cry of danger is sounded in the public ear from every quarter. Multitudes of men are more or less confirmed in the habits of intemperance. Young men, in numbers truly frightful, have entered upon the drunkard's course, and are hastening on with alarming rapidity to the drunkard's doom. Temptations to drink that which intoxicates and maddens,—their name is legion.

(3.) *A Sacred Regard to Truth*.—It is no very rare thing for teachers to detect their pupils in telling falsehoods, and in deceiving in various ways. Do they not sometimes forge their own excuses for tardinesses and absences? And may not a forgery of this kind, committed thus early in life, lead to some stupendous forgery, like those which from time to time have startled honest people throughout the length and breadth of our land?

A sacred regard to truth! Let it be taught in all our schools, from the lowest up through every grade. Opportunities for doing it will not be wanting. Let them be faithfully improved.

(4.) *Piety*.—And what is the proper import of this word? Webster, good authority in the matter of definitions, says, "Piety in principle, is a compound of veneration or reverence for the Supreme Being and love of his character; or veneration accompanied with love; and piety in practice, is the exercise of these affections in obedience to his will, and devotion to his service." The principles of piety, therefore, embrace more than the moral virtues, as that phrase is commonly used.

Other specifications are worthy of particular notice; but we now commend the statute itself to the practical regard of all the teachers of our children and youth. May it never be to them a dead letter. Let them consider carefully the several things they are required to teach, and especially the strength of the language used. It shall be the duty of all instructors of youth to use their best endeavors. We commend it also to the candid consideration of all our fellow-citizens. We ask them to do all in their power to aid teachers in the performance of so important a duty.

Chairman.—E. W. HARRINGTON.

ESSEX.

Changes of Teachers.—The prudential committee of several districts have this year deviated from the usual practice of making a semi-annual change of teachers, by employing female teachers for winter as well as for summer schools.

The experiment has been attended with the most gratifying results. No intelligent person could visit these schools and observe the correct deportment, the cheerful and studious habits, the lively interest and the animated work of the pupils; and observe the earnest devotion of the teachers in their efforts to impart instruction, without carrying away the conviction that there are female teachers who possess a wonderful controlling power; and are doing a work in the education of youth, of inestimable value. The question whether a female can govern and instruct a winter school, is no longer problematical. May the prejudice which exists on the subject, yield to the manifest interest of the schools. Our most successful schools are those in which the same teachers have been retained the greatest length of time. A constant change of teachers is a serious detriment and a great hinderance to the prosperity of a school. The result is, the methods of instruction and discipline are constantly changing, and no fixed habits of study, thought and discipline are acquired by the pupils.

On the introduction of a new teacher, weeks must be nearly wasted in forming that acquaintance with the school which is essential to its proper organization and classification. Months in the aggregate, are thus annually wasted, incurring not only a great pecuniary loss, but what is of infinitely greater importance, a large portion of that period, to which most children are limited for acquiring mental discipline, is frittered away, and the best instruction rendered unavailable. Whereas a teacher familiar with the character and attainments of the school would be able to adapt promptly her instruction to the peculiar wants of each individual mind. Why should these changes be made, when the continuous labors of a permanent teacher are attended with much better results?

Educational Lectures.—We would recommend that the selectmen be authorized to appropriate a sum not exceeding twenty dollars, for the purpose of defraying the expenses of educational meetings or lectures under the direction of the school committee, whenever, in their opinion, the interests of education can be promoted thereby.

In this connection we take the liberty of referring to the visit of Rev. B. G. Northup, the State Agent of the Board of Education, on the 4th of January last. Mr. N. visited in the morning, four schools, examined them to some extent and encouraged and cheered them by his valuable remarks. In the afternoon, he addressed the teachers and advanced pupils, and explained his methods of teaching the various branches of education. In the evening he lectured to the public, on topics immediately connected with educational interests. The occasion was one of unusual interest to the committee, and was enjoyed by our teachers and citizens generally. The results have been most happy. A new impulse has been given to the cause of education, and a deeper interest infused into our schools. Teachers have generally become more enthusiastic and devoted in their work;

and even a spirit of generous rivalry has sprung up among them, in regard to carrying out his valuable suggestions and principles of instruction. The committee have been so favorably impressed with the results of his visit from their subsequent visitations of our schools, they cannot withhold from the Board of Education an expression of their high appreciation of the valuable service rendered to the cause of learning in our town.

School Committee.—EDWIN SARGENT, DAVID CHOATE, HERVEY BURNHAM.

GROVELAND.

Like every beneficent work, there needs to be in the education of the young, a cordial co-operation on the part of those whose interest can scarcely be otherwise than instinctive and spontaneous. The training of children is a most responsible work. It involves interests of the most lasting nature. It has to do with the most subtle and delicate powers. It comes in contact with that which is spiritual in human nature. Hence the importance of the utmost judgment and care lest methods be pursued, courses of discipline adopted, plans carried out, which, in the attempt to bless, may only ruin.

The want of all our schools is a judicious oversight on the part of parents and friends, who will personally interest themselves in the work of educating the young; who will take upon their own shoulders something of the responsibility which is now so indifferently thrown upon the shoulders of others; who will generously commend and encourage honest and faithful effort, and who will examine for themselves the exaggerated rumors which breathe a very pestilence often, through the community, and damage the most vital prospects of those who are of an age susceptible of the most lasting impression.

Essential to the success of the school, is a correct and wholesome discipline. It is not possible to decide in all cases, what methods shall be adopted to secure the most perfect order. Where a variety of opinions exists, it is difficult to establish any fixed and unchangeable rules. In all instances when the young can be affected by tender and loving appeals; where the finer sentiments can be reached and acted upon, it is evident there should be no other resort. With some the instinctive sense of right and wrong needs only to be touched, and there is an instant response. The better, nobler nature within prevails over the perverse and the vicious.

While the adoption of sterner methods is still an open question upon which your committee are by no means unanimous, it is evident the public sentiment needs to be raised to a higher plane respecting the behavior of the young, not only in the school-room, but in the streets and in all public places.

Why should it be necessary to discuss the question of discipline in our schools? Why should not children be prompt and studious and obedient under the teacher's as well as under the parent's eye? Why should it not be taken for granted that children will conduct with propriety when they are brought together for instruction? Would not such a presumption greatly facilitate the labors of the teacher, and aid him in the performance of his appropriate work?

The standard of youthful conduct must be raised, before our schools can stand in a position to accomplish the most for those whose mental and moral benefit they are designed to secure. Children must be taught that they are expected to be correct in their deportment, and that any deviation from good behavior is a stigma and a disgrace. When such a sentiment pervades the community we shall be permitted to witness an advance in our schools beyond what we have yet seen.

Your committee take this opportunity to suggest that a most serious obstacle to the prosperity of our schools is the fact that teachers are procured seemingly with reference to a *minimum* price of wages, rather than to suitable qualifications for the work. The blessings of education can never be estimated by dollars, but it is only justice to those who are employed in the service of teaching that they should receive a fair compensation for their labors. In this way alone can we secure teachers who are worthy of the position which they are called to fill, and only when this is done shall we shun the failures, so many of which we are compelled to lament. No small sum should stand in the way of engaging first-class teachers for all the schools of the town.

School Committee.—MARTIN S. HOWARD, JAMES L. WALES, NILES T. STICKNEY.

IPSWICH.

General Remarks.—There are four elements necessary to constitute a good school, to wit: a good school-room, intelligent scholars, a good teacher, and interested parents. Any one of these elements being absent, the school must suffer. But some one whose mind is so imbued with the spirit of "ye olden tyme," that he would attempt to convince you that the old-fashioned wooden plough was a superior article to the modern iron one, or that the old primitive wagon, without springs, was a better pleasure carriage than the modern buggy, might disagree with the first of these elements. He would argue that he, and his father before him, went to school in the old school-house where the snow drifted in through the cracks, and all the heat of the huge log fire went out at the chimney, and that they have lived and grown up with "edication" sufficient to carry them through life, and that it is all foolishness to talk about better school-rooms.

But plain common sense teaches a man that he feels better in a pleasant, well-lighted, well-ventilated parlor, than in a cold, unfinished, ill-lighted room at the north corner of his house. A man has more respect for a well-furnished house than for a dirty hovel. And youth and children are very manly in this respect.

Scholars will learn faster in a clean, well-lighted, thoroughly ventilated, comfortably-seated room, than in a dark, besmeared, hacked, filthy place, where the seats are too high for the sitter to rest his feet upon the floor, and too narrow to sit upon without being braced.

School Committee.—GEORGE R. LORD, AARON COGSWELL, CHARLES A. SAYWARD.

LAWRENCE.

Truancy.—The urgent demand for labor in our manufacturing establishments, and the high prices of the necessities of life, compelling the poor to resort to every available honest means for a support, have, doubtless, kept from the streets during the year, many children who would otherwise have been habitual truants.

The truant officer also has, with his accustomed zeal, ferreted out and returned to the schools in which they belonged, many who were absent without sufficient reason, and a few have been brought before the police court, and disposed of as vagrants or guilty of petty crimes.

The truant ordinance passed last year has thus far been practically inoperative. The place established and provided as the "institution of instruction, house of reformation, or suitable place for the restraint, confinement and instruction of any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of the city, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years," has not been put in working order. The influence of the truant officer over the younger children continues, and many such are kept in school through fear of his authority. But not so with the older ones, who need the sanction of the law brought more immediately to their attention. That there would be few, and perhaps sometimes none to be restrained and instructed in such a school, is not a sufficient reason that it should not be provided. If providing the place should prevent any of the children of the city from being suitable subjects for such a home, this would be a blessing cheaply purchased. It would, I think, be well to complete the arrangements contemplated by the ordinance, in order that the original intention may be carried out, should occasion require, and the truant officer be thus relieved from the difficulty of enforcing a law without a practical penalty. Should the present demand for labor cease, and the children be discharged

from the various places of employment in the city, we might otherwise have occasion to feel that we had been remiss in our duty in this respect.

Free Evening School.—The sixth term of this school commenced with the first week of December, 1864, and closed with the last week of March, 1865. Its advantages were enjoyed by 425 young working people during the last winter—the largest number present being 360, the smallest, 112. Average attendance the first month, 300; the last three months, 250. The new school-rooms in the basement of the City Hall, will accommodate 300 persons to write, and will seat 360.

The present term commenced the present month with over 300, a larger proportion than usual, about 50 being men over twenty-five years of age. Heretofore the instruction by all of the assistant teachers has been gratuitous. The present term they are to be paid a small compensation out of funds provided by the city.

Secretary and Superintendent of Schools.—G. E. HOOD.

LYNN.

Geography should be taught in the Primary Schools principally by object lessons. Lessons on place should first be given, which will prepare the young learners to enter intelligently on the study of geography, by first calling their attention to the distances and relative situation of objects about them, and the manner of representing the same on a map. They may be instructed to draw the school-room, with its fixtures, the play-grounds and appurtenances, with their relative positions, on a given scale. Let them learn distances by actual measurement. Let them have drawn an outline map of the city, upon which may be represented such objects as are most attractive and noted,—the public buildings, the principal streets, the railroads, the depots, the harbor, the wharves, the coast, the ponds, the hills, the valleys, and the principal manufactories. The uses of all these things should be understood by the children, who will manifest surprising interest in the oral explanations. Let them be questioned as to distances and directions, how far and how fast they have travelled by carriage and cars, and let them express how much they know of the geography of their own county and state by actual travel. Let them be required to draw outline maps every day, locating the principal towns, rivers and mountains. An outline map of the United States, for instance, may be drawn on the black-board, which the teacher can fill up, the children naming the objects as they are represented, the principal cities, towns, rivers and mountains, the largest lakes and gulfs, and the location of the Atlantic and Pacific slopes and the Great central plains. They may be instructed as to the climate of the different sections, their varied productions and manufactures. All this and much more can be done very rapidly by practice, and the picture

of the country, the cities, towns, lakes, rivers and mountains will arise, as if by magic, in rapid succession, attracting the most earnest attention, and producing the greatest enthusiasm. In this way geography may be made exceedingly interesting and practical, and what they learn they will have a distinct and vivid conception of, and longer retain in the memory. The habit of using the artificial globe for explanation and oral instruction is highly approved; for children of the age that attend here acquire, remember and understand better by seeing the object, or a representation of it, before them, than by any abstract description.

Object teaching is in accordance with nature and art as they exist around us and are understood by the scholars, assumes as known only what is known by the pupil, begins with reality and passes onward from the known to the acquisition of further knowledge, till the abstract can be understood and properly appreciated. It demands something more than mere expression of words without comprehension; it requires thought and understanding, as well as verbal expression. It leads to correctness of observation, and exact and vivid conceptions. In the hands of every teacher the textbook should be a fountain of life. He must have a perfect knowledge of it, and the ability to use it or not in his instructions, according to circumstances. The aim of teaching is to treat with intelligible ideas, to lead the pupil to think, and not to crowd the memory with words, phrases, and abstract terms imperfectly understood.

Spelling is chiefly an effort of memory, and at no period in life can it be so readily acquired as in childhood, for the memory is then both active and retentive. Spelling is not dependent upon reason, like mathematics, a knowledge of which is more readily acquired as the reasoning faculty becomes developed. It is, therefore, a most appropriate study for these schools. Experience has demonstrated that if one's early education is neglected he rarely ever becomes a good speller, even though, in after life, he becomes distinguished for his attainments in science and literature. The special examinations showed that particular attention had been given to this branch, and that most of the Primaries are deserving of high commendation for their success. Some, however, were deficient in that promptness and drill which impart energy and life to the exercise.

Methods of Instruction.—Oral instruction has a favorable influence, not merely on the pupils, but on all those teachers who practise it. There is wide scope for this sort of teaching in every grade of school, from the Sub-Primary to the High; and its benefits are not restricted to any particular class or age, but every scholar should feel its quickening and elevating power. Let not instruction be confined to the text-books in hand, but make use of practical methods, the results of reason and observation, plainly illustrated in appropriate language. Too much dependence is placed on books, as before stated, and too little on common sense, or the right use of reason

in acquiring an education. Some teachers are satisfied, and feel that they have performed their whole duty, when their pupils can repeat the lesson, without investigating whether they comprehend the meaning of the language, or understand the principles intended to be exemplified. A competent instructor is not only master of the book he teaches, but of the science of which the book treats. Hence it is expected and required that he shall not confine himself exclusively to the subject-matter as expressed in the books, but otherwise demonstrate or explain, according to his knowledge or ability.

The memory can retain but a short time the lessons committed, unless they are thoroughly understood and appropriated by the mind for its strength and support, just as food suitable for the physical organs is digested for their development and sustenance. There can be no good scholarship, and no proper intellectual education, without a complete understanding of the lessons taught from day to day. Great efforts and unceasing vigilance are requisite on the part of teachers, that this desirable object may be accomplished. To skim the surface of books, with only a partial comprehension of their contents, creates a habit of doing everything in a superficial and imperfect manner. It is all-important, then, that habits of thoroughness and accuracy in thought should be early acquired, as their influence continues and deepens and widens throughout life. It is one thing to take a book and hear a recitation, and quite a different thing to teach. There are two very different methods of instruction practised in different schools; one teaches to repeat, the other to think. The same is true of nations as of individuals. The Chinese nation is the representative of one system, and the American of the other. The former are a race of imitators and copyists; the latter, a race of thinkers and inventors.

Physical Training.—As the direct object of education is to fit the individual for the greatest usefulness, it embraces not simply moral and intellectual culture, but the proper development of the body by physical training. The pupil who has a chest and muscular system well developed by active exercise has a decided advantage in power of endurance and execution, to say nothing of the pleasures of health and the miseries of illness. The mind directly sympathizes with the physical system in weakness and disease, and cannot, from the very constitution of the human organization, analyze and grasp a subject with as much vigor and critical acumen in an unsound as in a sound body. Education fails of its main purpose if the scholar languishes and dies for want of proper attention to the laws of nature in the prosecution of his studies. This may not often happen in our Public Schools, yet we are constrained to believe that, from the stooping forms, contracted chests, and feeble organizations of many observable in some of our schools, far too little attention is given to physical development, both at home and at school. Our recent and protracted

experience in war teaches us a lesson never to be forgotten, that the very existence of a nation depends upon the muscular power, the strong arm and health of the people, as well as upon their morality and general intelligence. It is contrary to the laws that govern and regulate the animal economy to confine pupils of a young and tender age six hours a day, without bodily exercise at regular and stated intervals, except with usual intermission and recesses. The pupil is restive and inattentive under such restraint, and his nature cries out for action and frequent exercise.

The soldier, who perils his life in defence of his country, has privations and hardships to endure, personal comforts and sacrifices to make, that try men's souls as well as bodies; and yet it is indispensably necessary that our young men should be physically competent for such endurance, and our education must be such as to prepare them for it; otherwise our national life must become extinct, and our republican institutions a failure and a mockery among the nations of the earth. If we would have strong and athletic men, our youthful population must not be cramped in their forms; and confined from day to day without exercise sufficient to invigorate the lungs, develop the muscles, and cause the vital current to flow freely and naturally through the channels so wonderfully organized by divine workmanship. How shall this requisition be met? We answer, let children be taught at home as well as at school in hygiene, let physiology be more generally read and studied, and let the teacher train them in calisthenic, gymnastic, or other physical exercise, as far forth as time and circumstances will allow. When, then, our sons and daughters shall go forth into the world to try its realities, to engage in the arduous and responsible duties of American citizens, they will have health and vigor to meet its conflicts, and secure an easy victory over obstacles that readily crush the hopes and prostrate the energies of the weak and debilitated. Having sound bodies as well as sound minds, and instructed in all those things taught in our schools, equally educated, mentally, morally, and physically, who can tell what a bright, beautiful and glorious future is in store for us as a people?

Chairman.—DAVID F. DREW.

LYNNFIELD.

Having in view the prosperity of the State and the importance of agriculture, the legislature, February 5, 1862, passed an Act as follows:—Agriculture shall be taught by lectures, or otherwise, in all the Public Schools in which the school committee deem it expedient. A manual of agriculture has been prepared expressly for the use of schools, and, although your committee have not introduced it into the schools, still, they would call the attention of parents and students to the subject.

Agriculture is not only the most important occupation of man, for it was ordained by the Almighty himself, but it is the foundation upon which all others rest, and the secrets of nature connected with it, constantly court the attention of every inquiring mind.

The investigations of chemistry connected with it, have revealed the laws by which nature carries on the process of vegetation, and produces the supplies which sustain all sentient life. The student will here see with the highest admiration, the contriving power of the Creator in the formation of one of the gases of the atmosphere, from which the greater part of all animal and vegetable bodies are compounded.

Again, botany is intimately connected with the study of agriculture. Aside from the knowledge it discovers of the dietetic value of plants, the inimitable hues of their flowers are the admiration of all intelligent minds.

The dyes of all the looms of ancient and modern times were borrowed from flowers. The philosophers of the East saw, that to please the world, they must follow nature. Mark the lily how it grows. "Solomon, in all his glory, was not arrayed like one of these," says an inspired writer.

"Who can paint
Like nature? can imagination boast
Amid its gay creations, hues like these?
Or, can it mix them with that matchless skill,
And lose them in each other, as appears
In every bud that blows!"

How interesting and profitable, then, must the study of agriculture be to all those who purpose to make it their occupation!

School Committee.—J. NEWHALL, JAMES HEWES, HENRY E. SMITH.

MANCHESTER.

It has been the case, in some years past, that inexperienced teachers have been employed in the Primary School, and, quite recently, individuals have applied for it who did not consider themselves qualified to teach so high a grade of school even as the Grammar School. The principle with them is, that reading, spelling, and arithmetic only being attended to in this school, almost any one will answer for a teacher. Now, this is entirely wrong. In such a school is laid the foundation for the whole superstructure of after-acquired knowledge. Here the pupil begins, here takes his first step, always an important one. If correct habits of study are formed, if proper pronunciation and distinct articulation are taught, and proper and respectful deportment are required, as well as constant and punctual attendance, then the school becomes attractive, its duties pleasant, and they are soon eagerly performed, and the foundation is laid for the thorough scholar,

the strong man. But if the opposite course is taken, carelessness, inattention and lethargy are the prevailing characteristics of the pupil, and he soon loses all respect for his teacher and all interest in his studies. Indifferent to every school duty, he becomes shiftless and superficial, and is haunted, as by a malignant spirit, through the whole course of his education, by the evil consequences of bad training in the Primary School. But of these results and dangers, such applicants as those just named know nothing; and your committee have declined to employ them, but have placed the Primary School in charge of a teacher in every way qualified to teach any school in town, and parents have had the opportunity of seeing the difference between a *first* rate and a *fifth* rate teacher, while it is hoped that a system is inaugurated, the legitimate fruit of which will be to give to the High and Grammar Schools the rank and character which their names indicate. The plan has been in operation but two terms, and, so far, its results have fully justified the expectations of the committee. The Primary School, like the Intermediate, stands higher to-day than ever before. Some of the recitations by some of the scholars in this school, might well put to blush their old brothers and sisters, in higher grades of our schools. In both of these schools, at the final examination for the year, there was a readiness and correctness in recitation, which had never before been equalled, in the same or in any other school in town.

School Committee.—D. B. KIMBALL, A. W. JEWETT, THOS. W. SLADE.

MARBLEHEAD.

The Common School system of Massachusetts has always been her pride, as it is one of the principal means of her defence. It claims a venerable history; it runs back to the period when her foundations were laid. Her founders were noble men, men of large ideas, of lofty resolves, of far-reaching sagacity, of divine affections; they were strong, valiant, and holy. They appreciated learning, piety and freedom, for they were themselves free, and pious, and learned. They had bravely fought the battle of religious and civil liberty for themselves and for the world on the Old Continent; and when they crossed the Atlantic wave to rear upon these new shores the empire of freedom, like true philosophers as well as devout Christians, they made provision for its perpetuity by laying the Bible as the foundation and chief corner-stone. That precious book they had found to be the great charter of liberty, the exhaustless fountain of light, purity and life to men and nations. It made them all that they were; it enabled them to accomplish all that they had done; hence they founded upon this basis of rock their institutions of religion, of government, and of education. They caused the school-house and the church to rise side by side, all over the State, well knowing that mere knowledge is not strong enough to grap-

ple with and overcome the tendencies to corruption either in man or in society,—that virtue and intelligence must go hand in hand, be united in the citizen in due proportions, if society is to be pure and elevated, and free institutions are to be conserved and perpetuated; and also combined moral and religious instruction and influence with the daily instruction of the children in secular knowledge. Edmund Burke hath said: "It is written in the eternal constitution of things, that men of intemperate minds cannot be free. Their passions forge their fetters." And our own peerless Webster hath said: "Moral habits cannot be safely trusted on any other foundation than religious principle, nor any government be secure which is not supported by moral habits. Whatever makes men good Christians makes them good citizens." These immutable principles announced by those great philosophic statesmen, our fathers understood long before, hence our system of free schools open to all the children, on a religious basis, and maintained at the public expense. They knew the value of sound learning and understood the relative importance of educated mind in the social organism—that it ruled society, gave laws to the world. They knew also that the mental and the spiritual were immeasurably superior to the physical and the material. Hence, before making provision for the first material wants of life, except in a limited degree, they founded Harvard College, and established the system of Public Schools for the proper education of all the people. The spirit of the fathers must live in the bosom of every generation as the inspiring and controlling element, and the system of Public Schools which they established receive the first attention, be invigorated and enlarged to meet the increasing demands of our growing country, or the empire of freedom which they founded will be utterly destroyed. In its conservation and perpetuity, therefore, the proper mental and moral training of the children holds the first place; and on every generation devolves the responsibility of giving them such education. This is by far the richest blessing we can bestow upon our children for their own sakes; but it rises immeasurably in importance when we take into view their future relations to society in its smaller and larger circles,—the family, the Church, and the State. When we consider that our free institutions are safe, and the Union impregnable for all coming time, only on the condition that the people of every generation shall be characterized by a broad intelligence and a high Christian morality;—when the fact takes full possession of us, then we shall learn the value of our schools, where the foundation stones of character are laid, the principles which govern life are established, and the mental and moral habits are fixed. Then, and only then, shall we estimate the importance of a substantial, virtuous education for all the people, all over this broad land. An educated and virtuous people cannot be enslaved. An ignorant and vicious people cannot be free. It is absurd to talk of freedom to those who are

too ignorant to understand and appreciate it; so also is it useless to expect its defence from those who are the degraded slaves of their own passions. The lands of tyranny are, without exception, the lands of darkness—lands where the common mind is excluded from knowledge. Alas! for the day when in this land we shall have an aristocracy of knowledge. Our fathers made provision against this evil in the only effectual way, in our system of Common Schools to be supported at the public expense. This they regarded a wise provision, needed to insure the public health, wealth and safety; the only rock on which our Temple of Freedom could rest, secure alike from the assaults of despotism and passion. And if this was a necessity in a limited domain, and a small and homogeneous population, much more is it a necessity in a vastly extended territory, with a population rendered heterogeneous by the influx of millions from every nation under heaven, and increasing constantly in a degree unparalleled in the history of the nations. Yes, all the people must be solidly and properly educated as the only guarantee of perpetuated liberty. We want not only our Harvards and our Yales—our institutions of classical learning, of theology, of medicine, of law—but we must have Public Schools in every town sufficient for the mental wants of the entire population, as the first thing, at whatever expense. Let what else be neglected, this must be attended to. We cannot afford to dispense with it. It is our life. The soldier who fights our battles, the sailor who mans our ships, the merchant, the manufacturer, the mechanic, the farmer, the fisherman, the day-laborer—our wives and daughters, as well as the sons and fathers, must be wisely and solidly educated, as the terms of a rational and enduring liberty—liberty regulated by law.

But this education must have a *religious basis*, not sectarian except in the sense that the Bible is sectarian—broad but distinctively Christian. So our fathers thought, and so we think. Reading, writing, arithmetic, are not education, any more than a saw, a chisel, and a plane are carpentry. All such and similar acquisitions are mere instruments capable of being applied to the accomplishment of good or evil, according to the amount of intelligence and moral principle in the character of the possessor. The acquirements mechanically imparted to evil-minded men can serve only as so many master-keys to break into the sanctuary of humanity. Knowledge is power, but power for evil as well as for good. It is not enough that a man know what is right, but he must have the disposition to do what is right, or he will be a polluter of society, a firebrand in the State. For this reason, the schools where our future citizens are preparing for their duties and responsibilities, should rest on the pure and broad religious basis of the Bible, whose spirit should pervade and control them, and be unto them the authoritative standard of moral principle, the teacher of moral truth, the commander of moral duties, the enforcer of moral obliga-

tion, as well as the expounder and vindicator of the rights of men, in their relations to human society.

It was not till a late period that Marblehead availed herself fully of the privileges of the system of Public Schools. Seventy years ago there was only one Public School in town, and that a Grammar School, with a teacher competent to fit boys for college. There were several private schools where children were taught the rudiments of learning, but they did not include all the children. Marblehead Academy was then in the freshness and vigor of its youth, and performed a noble work in the cause of education, as it did also for a great many subsequent years. Many were fitted in its halls for their college course who have attained to eminence in the learned professions; many others for mercantile pursuits, who have been distinguished among the successful merchants and ship-masters of the land; and many others still who have adorned the walks of domestic life by their well disciplined minds, richly stored with the treasures of learning. But this was confined to a limited number; the people as a whole were in no way directly benefited by the instructions of the Academy, being unable to avail themselves of its advantages. So that the noble institution, with all its blessings for the few, was of no avail for the many; thus creating by the necessities of the case that aristocracy of knowledge which is not in harmony with republican institutions. About sixty-five years ago, two houses were erected by the town, which are still in use, in each of which a school was maintained at the public expense. But these, with the Central School, were manifestly inadequate to the wants of a town of nearly six thousand inhabitants. It is less than twenty years since a change came over the town in its educational provisions, and the graded system of schools, with all its superior advantages, was established, adequate to the wants of all the people and open alike to all. This was a great change from the old order of things. From its establishment to the present, this system has been enlarging its sphere and increasing its efficiency, destroying forever the aristocracy of knowledge, and supplanting all private schools, with the exception of two or three for small children. Since that time ten new and commodious houses have been erected, some of which contain two, others three schools. We have now eighteen schools and fifteen hundred children in the different stages of a good education; and the system requires only the wise and efficient co-operation of the town, with the school committee, in order to furnish all the education needed by our children short of the University.

High School.—This school has from its origin suffered from the frequent change of principals, having had ten different ones in the past eleven years. Nothing can be more disastrous to a school than a frequent change of teachers; and no greater blessing can be enjoyed than the permanency of a good teacher. If the first principal of our High School—an accom-

plished and successful educator—had been retained,—as he might have been, by a reasonable addition to his salary,—the school would have long since reached that position desired by every friend of our highest moral and social interests, which would furnish all the education in the higher branches, needed by our youth of both sexes, short of the college halls. And, moreover, it would have imparted a higher character to all the schools in the grades below, and given such an appreciation of the blessings of sound scholarship and generous culture, as would afford a guarantee for the proper education of the children in all coming time, and the consequent moral and social elevation, intelligence and refinement of the community. The failure to do it was a disastrous mistake, the evil consequences of which have been felt ever since. And not the least of these was the establishment of a precedent for insufficient salaries, and thus became the fruitful parent of those frequent changes we so much deplore, which have prevented the High School from attaining the standard so devoutly wished by its friends, and obliging the committee even now to say only that it is advancing towards it.

School Committee.—B. R. ALLEN, W. B. BROWN, ANDREW LACKEY, BENJAMIN P. WARE, N. P. SANBORN, WILLIAM GILLEY, Jr., STEPHEN HATHAWAY, Jr., THOMAS FOSS.

NEWBURY.

Mental, social, moral, these are the elements of character upon which the superstructure that we term education must be built. It were hard to tell which of these three should receive the most of time and attention. Understand us not as giving these equal value in the formation of character. Place the latter as far above the former in this regard as you will, and then it does not follow that its culture and training requires more of time and attention than the others. Indeed, the three are so involved in their relations to the whole man, that their culture never should be separated. "The Bible is full of histories, maxims, laws, just as might be expected in a book which ignored any other life than that which now is. One-half of it (within bounds) might remain as it now is, on the supposition that men have neither hopes nor duties but such as pertain to them as *joint tenants* of this earthly life. Jesus thought it not beneath the dignity of his office, nor the sacredness of the Sabbath, nor the proprieties of the synagogue, to discourse to people on politeness and good breeding; nor to enforce attention to decorum by the comparatively low consideration, 'Thou shalt have worship in the presence of them that sit at meat with thee.'"

Hence we would extend the influence of our schools over a wide field, and the responsibility of the teacher should cover its whole extent. It is not beyond or below their sphere to teach their pupils to sit, or stand, or

walk gracefully and properly. They should train their charge to be observant of all the social amenities of life. The conduct of all members of the school should often be brought to the touchstone of right and wrong. Even the *appearance* of evil should be carefully avoided. The course of a teacher may often be proper and right and yet to the partial view of a scholar it may seem to be a violation of justice. It is better often to explain, although it may not immediately concern a scholar, than to suffer an observant one to remain with the impression that the conduct of a teacher is contrary to the rules of rectitude. No punishment, however slight, should ever be inflicted until the offender is fully aware of his delinquency, and then he should reap the fruit of his doings *surely*, always being careful that punishment should be proportioned to the magnitude and repetition of the offence.

Our schools are but Common Schools. The large majority of our children commence, continue and close their school days at one school; hence we have felt a special necessity in placing a very high comparative importance upon the so called lower branches of education. We cannot give to our children an extended course of instruction; but if this was to be obtained at the expense of thoroughness in the lower branches, we would not accept the opportunity. We think that the boy or girl who can read well and spell well, can with facility write a plain, clear hand, has a thorough knowledge of Colburn's and of written arithmetic so far as to include simple interest, who has some correct ideas of the simplest elements of English grammar, and knows the important geographical features of the earth, has truly a *good common education*. If to these be added an appreciation of the value of intellectual culture, and that discipline of mind that enables one to gratify the desire for knowledge, though surrounded by adverse circumstances, we consider it an *excellent* education. It is not enough that we have good recitations in our schools, for after all, the best education consists less in the extent of our knowledge in science and art and literature, than in our continued growth in mental culture. The minds of our children need to be trained to intellectual life and activity. Take for instance the study of geography: how very little we acquire in the schools compared with what we might in after life were our tastes trained to make the most of our opportunities! So the study of grammar in school should be but the stepping-stone to a life-long self-training in the structure and use of language. Still more important is it to acquire in early life the power and habit of reading easily, naturally, correctly, and with good taste. But most of all is it important to train our children in articulation and pronunciation, for it is more important to converse well than even to read well; and no one can converse well or read well whose articulation or pronunciation is imperfect. In some of our schools, especial attention has been paid to these.

School Committee.—WILLIAM LITTLE, JOHN H. CALDWELL, JUSTIN O. ROGERS.

NEWBURYPORT.

The Course of Study in the *Classical Department* of the Brown High School is as follows:—*First Year*—Arithmetic finished, Algebra commenced, United States History, Intellectual Arithmetic, Latin Grammar and Lessons. *Second Year*—Algebra completed, Geometry commenced, Book-keeping, Greek Grammar and Lessons, Latin Grammar and Cæsar. *Third Year*—Ancient History, Latin Composition, Greek Grammar and Lessons, Anabasis commenced, Latin Grammar and Cicero. *Fourth Year*—Greek Prose Composition, Ancient Geography, Greek Grammar, Anabasis completed, Homer, Latin Grammar and Virgil.

In the *English Department*:—*First Year*—Arithmetic, United States History, Intellectual Arithmetic, English Grammar, Natural Philosophy. *Second Year*—Algebra, Geometry commenced, Book-keeping, Physical Geography, English History, Chemistry, or Physiology. *Third Year*—Geometry completed, Plane Trigonometry, Ancient History, Constitution of the United States, Astronomy, French. (Two may be omitted.) *Fourth Year*—Navigation, Surveying, Spherical Trigonometry, Mental Philosophy, Rhetoric, English Grammar, French. (Two may be omitted.)

Students in the English department may be allowed to study Latin, or Astronomy, omitting an equivalent in the English course.

Exercises in Declamation and English Composition are required of each student every month, and semi-weekly Reading, Writing and Spelling.

The Course of Study in the Female High School is as follows:—*First Year*—Arithmetic finished, Algebra commenced, History of the United States finished, History of England, Ancient History commenced, Latin or English Grammar, Quackenbos's English Composition commenced. *Second Year*—Algebra finished, Geometry commenced, Ancient History finished, Watts on the Improvement of the Mind, Natural Philosophy commenced, Latin or English Grammar, Quackenbos finished. *Third Year*—Geometry finished, Philosophy finished, Botany, Physiology, Chemistry commenced, Rhetoric commenced, French, Latin or English Grammar. *Fourth Year*—Chemistry finished, Astronomy, Rhetoric finished. Moral Philosophy, Intellectual Philosophy, Paley's Natural Theology, Butler's Analogy, Milton's Paradise Lost, French, German.

Shakspeare, Thomson's Seasons, Cowper's Task, and other English poets, used during the course for reading and analysis.

Reading, Penmanship and Composition during the course.

School Committee.—DAVID J. ADAMS, WILLIAM E. CURRIER, JAMES W. CHENEY, CHARLES C. DAME, CUTTING PETTINGELL, RICHARD PLUMER, THOMAS BORDEN, JOHN H. SMITH, JAMES N. SYKES, NATHAN A. MOULTON, HORACE CHOATE, JOSEPH C. ADAMS.

SALEM.

The Grammar Schools have lately received an accession of about fifty pupils from the discontinuance of the Catholic school for boys in Mall Street. This sudden contribution of boys, enough to fill a school-room and one teacher's hands, occasioned the committee a momentary embarrassment. But they welcomed these children cordially to the Public Schools. They came none too soon. It would be a calamity if each sect should withdraw its children from the Public Schools, and educate them without cost to the public treasury, even if they could give them as good an education as the Public Schools give them, which they cannot do. If it would be bad for all sects to do this; it is not good for one to do it. It should never be the American way. It has not been the Massachusetts way. It is not promotive of good citizenship. More than ever before can it be seen to-day how Common School education has fortified the State. We have received these pupils back to the Grammar Schools, therefore, with satisfaction.

Second Visiting Committee.—E. B. WILLSON.

SALISBURY.

It is a fact, within the observation and knowledge of all, that all departments of life and business have become, and are now, very much more expensive than they were a few years since, and the support of teachers and of schools must of necessity be attended with an increase of expense in the same proportion; therefore a demand is made upon the town to increase its appropriations for educational purposes, so that our children and youth shall not sustain an irreparable loss in consequence of the blind policy and parsimony of their friends. Our Common Schools underlie all our literary advantages and institutions, and are the nurseries of our academies, colleges and universities. In the Common School is made the life-blood which circulates through the social and moral, the business and political world. Our schools and our churches are the strength and safety and glory of our country. An intelligent and virtuous people may be safely intrusted with the control of government, and the interests and management of the nation. We think our citizens understand, and are fully aware of this, and will never suffer the character, influence and usefulness of their Public Schools to decline, for want of frequent and generous appropriations to the school fund of the town.

We urge this matter with the greater earnestness from the fact that the law of the Commonwealth makes it the duty of the town to establish a High School, for the general benefit of the youth in the town. If we will sin against the State, ourselves and our children, by this persistent and

culpable neglect, then let us make atonement for our sin of delinquency by elevating and generously supporting the schools which we have already in town, and thus save the interests of education from detriment and injury at our hands, and ourselves from the charge of parsimony and illiberality.

School Committee.—A. G. MORTON, BENJAMIN EVANS, STREETER EVANS.

SAUGUS.

Educate the whole man.—All the faculties of the mind, the heart and the soul are given us for use, and should be used vigorously. Not to use them, or to use them in a listless, indolent manner, is to abuse them—all should be improved. The mind itself was made to work; its primeval law is growth by work; it can gain strength only by spending it.

And as with the mind, so with the body; those muscles which are little used, receive but little nourishment, and are weak, while those which are used freely become wonders of beauty, elasticity and power. Again, no one faculty should be improved at the expense or to the neglect of another. The intellectual, moral and muscular development should go hand in hand. All are but parts of one more perfect whole; each in its own appropriate office; but all working together for the good of the creature and the glory of the Creator.

We need good hearts as well as good heads. Greatness of parts is not true greatness.

“If parts allure thee, think how Bacon shined,
The wisest, brightest, meanest of mankind.”

One may be wickedly wise as well as madly brave.

School Committee.—A. B. DAVIS, JOHN ARMITAGE, E. G. LANDERKIN.

SOUTH DANVERS.

The following are the *Rules and Regulations* of the High School:—

SECT. 1. Candidates will be examined for admission to this school on the first Monday in April, or on such day previous, after the close of the Winter Term as the Committee may direct. Every candidate must be at least 12 years of age, and must pass an examination in the following studies, viz.:—English Grammar, Arithmetic, Geography, United States History, Writing and Spelling; and a thorough knowledge of these studies will be required for admission.

SECT. 2. The regular course of study in this school shall embrace a period of three years. But scholars who desire to continue their studies, or to fit for college, may remain four years.

SECT. 3. Scholars who remain in the school the full term of three years, and pursue the number of studies required by the Regulations, and

whose deportment and progress have been satisfactory, shall be entitled to receive the Peabody Medal.

SECT. 4. Any scholar who may be absent from the school five times in any one term, except in cases of sickness or death in the family, or some cause of like necessity, shall be required to present a written excuse from the chairman of the school committee.

SECT. 5. The time allowed each day for recess shall be thirty minutes, to be given in one or two portions, at the discretion of the teacher.

SECT. 6. Unless otherwise ordered by the committee, there will be one daily session of this school as follows, viz.:—From April 1st to November 1st, to commence at 8 o'clock and close at 1 o'clock; and from November 1st to April 1st, to commence at half-past 8 o'clock and close at half-past 1 o'clock.

SECT. 7. Scholars who take but two studies shall have a corresponding reduction in their credits for recitation.

The *Course of Study* is as follows:—

FIRST YEAR. *First Term*.—Required—Mathematics, (Arithmetic and Algebra,) English Grammar.* Elective—Latin Grammar.† *Second Term*.—Required—Mathematics, (Arithmetic and Algebra,) English Grammar. Elective—Physical Geography, Latin Grammar and Reader. *Third Term*.—Required—Algebra, English Grammar, Physiology. Elective—Latin Grammar and Reader.

SECOND YEAR. *First Term*.—Required—Geometry, Natural Philosophy. Elective—French, Botany, Latin Reader. *Second Term*.—Required—Geometry, Natural Philosophy. Elective—French, Latin Reader or Cæsar. *Third Term*.—Required—Natural Philosophy, General History. Elective—French, Latin, (Cæsar.)

THIRD YEAR. *First Term*.—Required—Chemistry, General History. Elective—French, Botany, Latin, (Virgil.) *Second Term*.—Required—Chemistry, General History. Elective—French, Geology, Whewell's Elements of Morality, Virgil. *Third Term*.—Required—Astronomy, Reviews, History. Elective—Latin, (Virgil,) French, Botany.

Trigonometry, Surveying, Engineering, etc., taught in special cases when desired.

Each scholar is required to pursue three studies. Where the studies marked *required* are less than three in number, a third must be chosen from the studies marked *elective*. Latin, French, or Greek, if commenced, must be studied at least one year, and cannot be dropped, except at the close of the year. All other elective studies, if commenced, must be continued during the time assigned.

School Committee.—WM. M. BARBOUR, FITCH POOLE, AMOS MERRILL, FRANCIS MARSH.

* Book-keeping is a *required* study for boys during the second year. It is an *elective* study for girls during the same year.

* Greek may be commenced in this term and pursued during the whole course.

SWAMPSCOTT.

There are several things that have been suggested to our minds while making our monthly visits, as well as upon examination day, that deserve a passing notice, and one is, the matter of classing pupils in our Public Schools. The better a school is classed, the less labor on the part of the teacher, and the more profit to the scholar. If it were possible, it would be a good thing to have all in the same room in the same class; but this would be a perfect grade, and this we cannot hope for, so long as we have such a variety of age and unequal progress among our school children. Still, may there not be an approach to this perfect system of grading? In this new school we have as good an illustration of this grading or classing the scholars as we have in town. But how is this? By referring to the register and statistical report we have in part a solution of this problem. The age and acquirements of these scholars are very nearly alike; hence the good classification. The teacher should always avoid multiplicity of classes, even though there is not that evenness of knowledge in the several branches that would be desirable. By putting a dull and backward scholar into a class with an active and advanced scholar, it will have often the very best effect. The dull boy is stimulated to greater activity, and so much so that he overtakes and sometimes goes beyond his competitor.

And here comes the question, what shall be done with the indifferent, the backward and lazy ones in our schools? Are not these found in all our schools, and are not these dronish ones directly in the way of the perfect grading to which reference has been made? It is plain to see that this school caste arises not so much from want of genius as want of application. The only remedy is to urge habits of study and earnest work. There is need of caution here. We must make a distinction between scholars who study well and faithfully, and yet fail, and those who are not willing to make any effort to do well.

There are cases that we have observed where pupils have been actually dunces in "book knowledge," and yet have had more wit and good sense, and general intelligence, than the mere "memoriter" scholar. These are the exceptions. In general we must admit that a stupid and lazy boy will become a stupid and lazy man, not capable of effort, and devoid of public spirit.

Some have fluency of speech as a gift, but this does "not measure real ability."

"Almost all great men who have performed, or who are destined to perform great things, are sparing of words. Their communing is with themselves rather than with others. Napoleon became a babbler only when his fate was decided, and his fortune was on the decline." This remark is singularly illustrated in the life of Lieutenant-General Grant. He is emphatically a man of no words, but of great acts!

In the real capacity of the scholar there may be a great difference, and that may present a real obstacle to the perfect grading and classing of the school; but as a general thing, the laboring point of this whole matter lies in the indifference and absolute laziness of the scholar; so the question arises, what shall be done to rouse up such scholars to their duty? Another caution is needful here: the teacher should make a distinction between the stupid and slow, for the slow and sure make in the end more reliable scholars than those who are more "quick-witted." We have seen this illustrated in our families and schools.

Based upon these remarks, we call the immediate and earnest attention of all our teachers to this important matter of classifying the schools. Concentrate, as far as you can, all your mental force. You will save much time and labor, as you very well understand, by a better classification.

School Committee.—J. B. CLARK, DANIEL W. FULLER, JOHN P. PALMER.

TOPSFIELD.

We think that our schools, during the past year, when considered together, have had considerably more than an average degree of success. This result is chiefly due to the employment of teachers of undoubted qualifications for the performance of their arduous and responsible duties. The committee have taken special pains to procure good teachers, and have been fortunate in their selection. The most important element in a school is a good teacher. And when competent instructors are obtained, they should be retained in their places, and no cause, except the best good of the schools, should be allowed to have influence in changing them. We change our teachers too frequently. Rotation has been the rule rather than the exception. No sooner has one been fully installed, than he has had to make way for another, less qualified oftentimes than the teacher displaced. This has been inseparable from the old custom of employing a female teacher in the summer, and a male teacher in the winter. That custom may now be superseded by the employment of female teachers exclusively, throughout the year. Such may at the present day be obtained, as are in every respect qualified to be the instructors in our schools. Females improve the rare advantages offered to prepare themselves for the profession of the teacher. They devote their time especially to that pursuit. They have tact to govern, skill in imparting instruction, a quick perception of the peculiarities and needs of the scholar, and all the qualifications requisite for successful teachers. Their services also can be procured at a comparatively low figure, so that we can have longer schools than formerly for the same money. These remarks seem to be called for, as there are some among us who are of the opinion, that greater good is realized by the employment of male teachers in the winter. We would not be understood

as underrating the services of male teachers, but we would urge the economical expenditure of the school money, and the continuance in our schools of competent and faithful teachers.

Superintendent.—JUSTIN ALLEN.

WENHAM.

Home Education.—This important duty devolves on every parent and guardian. If a child is not trained to obedience in early life, but grows up addicted to disobedience, profanity, falsehood, idleness, and other kindred vices, he cannot exert that influence upon society and the world, which every parent wishes his child to exert. When he attends school his conduct is similar to that at home, and if made to obey, it is rather by compulsion than with a willing mind.

If our schools are to be taught by females, especially in the winter, how important it is that parents should feel responsible for the conduct of their children, and should use every influence to control and govern them!

School Committee.—STEPHEN DODGE, HENRY PATCH, N. P. PERKINS.

WEST NEWBURY.

Duty of Parents.—The parents have an important connection with the school. Whatever efforts they make to awaken and stimulate the interest of their children in study, to secure punctual and regular attendance upon the school, to see that the child understands his lessons, are all invaluable helps to the teacher.

If the child gets the notion that his school life is a matter of secondary importance, if home influences hinder his student life, the teacher labors at great disadvantage in striving to awaken his ambition. If every trivial complaint of a child is taken up and nursed at home, the influence of the teacher is destroyed. Children are wanting in forethought; they long to play the part of men and women. They are quite too willing to leave school at the first excuse, and engage in earning money. The temptation is strong on the part of parents, when children's labor commands good wages, to take them out of school and put them to work. There may be a hard necessity for this in some cases where limited means and high prices press with united emphasis in this direction, yet it is a question which every parent ought to ask, am I not limiting the future of my child? The loss of early advantages may be the permanent loss of the future man or woman. Too many of the children who ought to be in the school-room are in the shoe and comb manufactories.

School Committee.—O. WARREN, T. C. THURLOW, D. FOSTER.

MIDDLESEX COUNTY.

ASHLAND.

None will read this report, who have not themselves had experience in attending schools. Let us appeal to you reader. When you went to school do you not remember some families in the district, very likely those who lived most remote from the school-house, whose children were always there, and always in season; who seemed to think more of the school than anything else; who esteemed the teacher very highly, cultivating his acquaintance, and making him their friend, whose children loved the teacher next to their parents? Perhaps it was your fortune to belong to such a family. Did the children of such well regulated families have any trouble at school? Were they backward, standing at the foot of their classes? Or was it precisely here, in these families, that the brightest ornaments of the school were found? Was it not from their homes that those came forth, who were relied upon to uphold society, and to support our institutions? True they might have been in humble circumstances, but they had in them the qualities out of which useful men and women might be made, and by suitable and necessary parental instruction, aided by the pride of New England, to wit, our Common Schools, these qualities were developed and matured.

And have you not also known, reader, families where the reverse of all this was true? Where the children were allowed to go to school if they wished, and if they wished were allowed to stay at home. If they desired to pursue a particular study, which might be as unsuitable for them as it would be to take up Greek, or were requested by the teacher to study some branch of which they were ignorant, and their wishes were not complied with, they would at once leave the school. And still other families where the children, who having been always accustomed to governing their parents at home, would make "a fuss" if they could not govern the teacher at school; speaking harshly and improperly of the teacher, when the observance of just and necessary rules, made for the common good of all, came in conflict with their wayward course. And you have known the parents in such cases, to recho the sentiments of their children, instead of directing them into a better channel, taking sides at once, without inquiry or investigation, and openly and publicly speaking against the teacher, "in season and out of season," thereby doing what they may to destroy his influence and ruin the school. Do you find our best scholars here? Are the brightest ornaments of our schools found in families where the children are

reared under such influences? Is it from these families, that we look for men and women to come up, who will be the future stay and support of all our institutions? Or rather, do we not find that those who have never learned to obey in youth, who do not know how to control themselves, when they go forth into society become a scourge, and a curse to the community? Reader to which of these classes do you wish your children to belong? Tell me in which class you are yourself, and it is very easy to say where your children will be found.

For the Committee.—WM. F. ELLIS.

BELMONT.

Rules and Regulations.—Teachers shall punctually observe the hours appointed for opening and closing the schools; and during school hours shall faithfully devote themselves to the public service.

The morning exercises of all the schools shall commence with reading a portion of the Scriptures; the reading to be followed by repeating the Lord's Prayer.

Good morals being of the first importance to the pupils, and essential to their highest progress in useful knowledge, they shall be carefully instructed to avoid idleness, profanity, falsehood, deceit, with every wicked and disgraceful practice, and it shall be the duty of the teachers, so far as practicable, to exercise a general inspection over their pupils in these regards, both in and out of school, also while going to the same and returning home, and upon all suitable occasions to inculcate upon them the principles of truth and virtue.

Any teacher may, for the purpose of observing the modes of discipline and instruction of others, dismiss his or her school one day in each term to visit any school or schools in town, by and with the consent of the sub-committee of the school.

It shall be the aim of all teachers to avoid corporal punishment, so far as is compatible with the maintenance of good order, and each teacher shall keep a record of all instances of inflicting corporal punishment, which shall be kept for the inspection of the school committee at all times.

For violent or pointed opposition to authority in any particular instance, the teacher may exclude a pupil from the school for the time being, and shall immediately inform the parent or guardian of the child, also the sub-committee of the school; and no such child shall be permitted to return unless by permission of the sub-committee or by vote of the board.

It shall be the duty of teachers to give vigilant attention to the ventilation and temperature of their school-rooms.

The teachers shall make such rules in regard to the use of the cellars, yards and out-buildings connected with their school-houses, as shall secure

their being kept in a neat and proper condition ; they shall examine them as often as may be necessary for such purpose, and shall be held responsible for any want of neatness or cleanliness on their premises, and when anything is out of order, shall give immediate notice thereof to the sub-committee of the school.

No child shall be admitted into any of our schools without first having been vaccinated or otherwise secured against the smallpox. Neither shall any child who comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes are not properly repaired, be permitted to remain in school, but shall be sent home to be prepared for school in a proper manner.

The school year shall consist of three terms, viz. :—The Spring term, from the first Monday in April, thirteen weeks. The Fall term, from the Monday following the Summer vacation to Thanksgiving week. The Winter term, from the Monday following Thanksgiving to the last Monday in March. Thus giving the schools the following vacations, to wit :—Fall, Thanksgiving week ; Spring, week preceding the first Monday in April ; and a Summer vacation, which shall consist of eight weeks at the close of the Spring term. The following shall be holidays granted to the schools, viz. :—Every Saturday ; Fast Day ; May Day ; seventeenth of June ; Fourth of July ; Christmas ; twenty-second of February. And no school shall be suspended on any other occasion except for special and important reasons relating to a particular school, and then only by express permission of the sub-committee, endorsed by the chairman of the board.

School Committee.—WM. A. BLODGETT, AMOS HILL, DANIEL F. LEARNED, JOSIAH S. KENDALL, WM. J. UNDERWOOD.

BILLERICA.

Modern commonwealths present three different methods of educating the mind of the masses. The first is the German or Prussian, which is purely governmental. Educational institutions are under laws and regulations which proceed from the crown, provincial government and communes. Every child from seven to fourteen years is obliged to attend school, under pains and penalties. The second is that of England. The education of the people is under the care of the established church, the government bestowing aid when its assistance is required. The third is the educational system of the United States. The State governments take the initiative and ordain that schools of a certain character must exist among a given population. The minor questions are subjected to the decisions of the free people of the respective communities. The latter system has been greatly blessed. It is more or less complete in different localities according to the attention bestowed. New England leads the van, not only of the Union,

but of the world, in the matter of well-directed educational measures. Here education is demonstrated to be the great refiner and elevater of society, as ignorance is the tap-root of evil.

School Committee.—Be sure they do not crave the office. Its cares and perplexities are not small nor few, and the legal remuneration does not compensate the time demanded. They stand in their lot and place, constrained by a sense of obligation to the rising generation. They demand and should receive the sympathy and co-operation of every public-spirited, high-minded individual.

School-Houses.—"Cleanliness is next to godliness," and "order is heaven's first law," are familiar words which we have heard quoted at school examinations. Both "cleanliness" and good "order" may be secured in school-houses where the important requisites of comfort, convenience and attractiveness are lacking, but we seriously apprehend that the lack of such desiderata as the latter will not inspire the former. "I like sparkling water from a sparkling goblet," remarked a gentleman, the other day, to the writer, by way of expressing his gratification at hearing a well written address from an eloquent speaker. The Christian Commission found, in the dissemination of their religious books, that an attractive binding had much to do with the benefits accruing from the volume itself. Let this principle be applied to the subject under contemplation. Well behaved and tidy pupils are worthy of a comfortable, convenient and attractive school-house. That a few of ours have not these characteristics it will require no force of logical argument for us to demonstrate. These "few" are standing monuments of a former century. Cold in winter, hot in summer, without proper means of ventilation, illy-lighted, with faulty furniture, and the walls embellished (?) on the one hand by blackboards where the white predominates, and on the other by torn paper maps, issued before Kansas or even California became a State. "A word to the wise is sufficient."

Teachers.—It was Dr. Bushby who, when asked how he continued to keep all his preferments and the head mastership of Westminster School, through the successive but turbulent reigns of Charles I., Oliver Cromwell, Charles II. and James, replied—"The fathers govern the nation, the mothers govern the fathers, the boys govern the mothers, and I govern the school." The deduction which we make—and a fair, logical conclusion we think it to be, borne out by facts—is this: that our teachers are the moulders, the "governors" of our Commonwealth and nation. What a commission is that of the school teacher, rearing the tender thought not for the community, but for the world—not for time, but for eternity! His task—what is it? Herbert says—"The task of the instructor consists in transmitting and interpreting to the new generation the experience of the race." Our statute law says—"It is to impress on the minds of children and youth

the principles of piety, justice, and a sacred regard to truth, love for their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance."

There is a great diversity in teachers. Some possess excellent natural abilities, but no skill, tact. Occasionally the reverse is the case. These deficiencies should be made the subject of reform.

Careful observation of the excellencies and faults of teachers, lead us to a few suggestions :

1. The importance of elementary instruction. Of little utility is it to attempt the study of any subject, if its alphabet, its first principles, are known only confusedly.

2. Simplicity in instruction. Regard should be had for diversities of mind and character, and education rendered conformable to nature—easy, agreeable and attractive—it being borne in mind that form, number and language are the elements of knowledge.

3. The necessity of life and spirit in the recitations. This, on the part of the pupils, is acquired through, inspired by, a manifestation of the same on the part of the instructor.

4. Thoroughness. Better a little at a time, well learned, than much half learned.

All the schools of our town, the past year, have been taught by females. A writer of the fourteenth century defines the proper education of woman as "knowing how to pray to God, to love man, to knit and to sew." We accept the definition with the additions which the enlightened Christianity of the nineteenth century dictates. Some have pleaded the "comparative cheapness," others the "superior availability," of females as teachers ; others, with more comprehensive discernment, lay stress upon the superior average fitness of females as instructors of children and youth. The decided decrease of male and increase of female teachers throughout the Commonwealth, determines the appreciation with which female scholarship is now held.

Parents.—Many parents will read this report. Let such be impressed with the importance of hearty co-operation with the teacher. Let them work together with her. A salutary home influence is what is chiefly demanded. The "Emile" of Rousseau contains a system of education according to which the charge of early education belongs properly to the father and mother. And the Swiss Pestalozzi, who, for the last hundred years, has exerted the strongest influence upon education in Germany, develops principles according to which education must begin under the influence of home. And it must not only commence but it must continue here. Teachers are largely dependent for their success upon the manner in which parents second their efforts. Too many parents appear to think that the school takes the children out of their hands—relieves them of all

responsibility. It is not so. The teacher stands *in loco parentis*—in the place of the parent—only in a limited sense. The parent's influence cannot be dispensed with without serious detriment. And here we would suggest the propriety of occasional visits on the part of the parent to the school-room, thereby evincing both to teacher and pupil that they are not altogether indifferent to the privileges there accorded and the improvement made.

Government.—System and good order are the very first requisites to success in teaching. How shall the enforcement of discipline be effected? As we have already suggested, home influence has much to do with the success of any school. There is a great difference in teachers. Some maintain a certain degree of composure and dignity which commands respect. Others, by extreme loquacity and relaxation of discipline, lose all control over their pupils, and "school-room anarchy" is the "order of the day." Two extremes there seem to be in the management of scholars; one in the line of corporal punishment—that of force or will; the other in the line of moral suasion—that of influence or conscience; "the police and the parental system," they have been termed. A healthful medium between the two systems is the course of action which modern education inculcates. The courts of law authorize the infliction of corporal punishment commensurate with the necessities of the case. "Circumstances alter cases," and if a penalty must be inflicted it should always be with a calm, affectionate, but determined spirit. Reasonable requirements, however, almost invariably, we believe, will receive obedience. There is nothing like good common sense, on the part of the teacher, backed by a will which admits of no vacillation. A positive but mild character accomplishes much more than a negative and boisterous one.

Morals.—It is a pleasing thought that the revival of intellectual culture among the people was associated in the mind of Luther with religious reform. There is a wisdom which is paramount to the education of the mind: we refer to the education of the heart. And "the fear of the Lord is the beginning of (this) wisdom." The statute makes it obligatory to instil good morals and religious principles into the hearts of the pupils, and a higher law and statute imposes the same obligation: "Train up a child in the way he should go," etc. While, then, we cultivate the one element, the intellectual, let us not forget the moral. And here we would call special attention, on the part of teachers, to the law relative to the reading of the Bible in our schools. Under the claims of moral culture we are led to allude to the subject of reverence. A courteous demeanor marks every well-bred youth. A lamentable absence of respectful deference is observable in the present generation. Time was when an appropriate recognition greeted every adult from the young; and he who neglected to "make his manners" was regarded as an ill-bred boy. Let it be the aim of parents

and teachers to encourage polite behavior on the part of the young to their seniors, instructing them to reverence what is venerable and to love what is good.

Physical Training.—"Sana mens in sano corpore." *A sound mind in a sound body.*" These words it would be well to have emblazoned upon the walls of every school-house in the land. A strong working intellect in a frail body is like a powerful boiler used to drive insufficient machinery. We do not believe that the three requisites of the Persians for their sons, as narrated by Herodotus—"to ride, to draw the bow and to speak the truth"—are the only ones, by any means, which should be incorporated into our school system; but we do believe in a measure in that physical training which lent vigor and physical endurance to both the Persian and Grecian race. Too often among us the brain is cultivated to the neglect of the body. The introduction of gymnastic exercises into our schools has been regarded by some as an innovation unworthy of sanction. This feeling, however, is wearing away; and while we do not advocate as necessary in our country schools that thorough course of gymnastic training pursued in many of our cities, we do commend to all our schools the example set by one of them, where the energies rendered sometimes dormant by the routine of study, are quickened by daily appropriate exercises with the limbs with vocal accompaniment, either in singing or recitation.

School Committee.—Rev. JOHN D. SWEET, Rev. J. G. D. STEARNS, Dr. F. E. BUNDY.

BRIGHTON.

We have before, in our reports, called attention to the importance of prizes, to excite the ambition of the members of our High School. The successful results of one experiment, made by the liberality of Mr. Winship, have already been reported. We call attention to the matter again, in the hope that it may induce some of our wealthy citizens to erect a monument to their memory, and promote the cause of education in the present and in future generations, by securing to the town, a fund for the presentation of prizes for the highest attainments in some of the branches pursued in our High School. There is needed, too, a higher appreciation of a college education. We are so near to one of the best colleges on this continent, that the sons of our residents can board at home, while they are pursuing its course of study and reaping its benefits. And yet there are very few of our youth who avail themselves of this convenience and advantage. The establishment of a High School in any community has always elevated and improved the Common Schools; and there can be no question that if at each commencement of Harvard University a class of at least a dozen young men were admitted to the college course from our High School, the improvement to the school would be rapid and apparent.

Many of our citizens have an abundance of means to send their sons to college; but others have not. The college itself is liberally endowed, and offers a helping hand to those who are good scholars, but have not money. But there are many applicants for the funds of the college. We repeat, therefore, the suggestion, that our citizens should raise a fund sufficient to endow scholarships in Harvard University, so that each year the young man from our High School, who shall pass the best examination of the class fitted for college, may receive the benefits of a scholarship during his collegiate course. Thus the town might have four students—one in each class—in college perpetually. The benefits to the school, to the town, and to the world, from such a provision, stretching on as they would, through years and generations, can scarcely be measured. We commend this to the earnest attention of our wealthy citizens, that it may be remembered when they make their wills, if not before.

The course of instruction in the High School is as follows:—

FOURTH CLASS.—*First year.*—Arithmetic—Greenleaf's Common School (continued.) History of the United States—Quackenbos's (begun.) English Grammar—(S. S. Green's Parsing and Analysis.)

THIRD CLASS.—*Second year.*—Arithmetic—Greenleaf's Common School (completed.) Algebra—Greenleaf's Elementary. Book-keeping—Mayhew's System. General History—(Worcester's Introductory—Feudal System, Crusades, England, France.) Natural Philosophy—Quackenbos's. French—Robertsonian System; Earnst's Series; Modern Publication.

SECOND CLASS.—*Third year.*—Algebra—Greenleaf's Elementary (completed.) Geometry—Introduction to Geometry, and Science of Form. General History, Ancient—Worcester's. Physiology. Zoölogy—Ware and Smellie's Philosophy of Natural History. Botany—Gray's How Plants Grow. French—Continuation of Second Year's Course of Study.

FIRST CLASS.—*Fourth year.*—Mathematics—Geometry. Rhetoric—Quackenbos's. Chemistry—Youman's. Astronomy. French—Continuation of Third Year's Course of Study. Constitution of the United States—Sheppard's Text-book.

CLASSICAL COURSE.—*First year.*—Latin Grammar, Andrews' and Stoddard's; Latin Reader, Andrews'. *Second year.*—Cæsar, Andrews' or Hanson's; Greek Grammar, Sophocles'; Greek Lessons, Sophocles'. *Third year.*—Virgil; Anabasis, Crosby's. *Fourth year.*—Cicero, Hanson's or Folsom's; Iliad (three books); Ancient Geography.

GENERAL EXERCISES.—*First year.*—Writing; Payson, Dunton, and Scribner's Writing Books. *Through the course.*—Reading, Spelling, Composition, and Declamation.

School Committee.—RALPH H. BOWLES, J. P. C. WINSHIP, C. H. B. BRECK.

CAMBRIDGE.

In their last report the school committee announced that if the prevailing high prices of the means of living should continue, the salaries of teachers, which had been very moderately increased, would require to be further raised. This has been done. Nothing could be more obvious than that our teachers could barely live on their pay. We had express evidence that some of them could not do that. The female teachers have, many of them, been subjected to a sort of dependence on favor, most humiliating to their self-respect, and tending in several ways to diminish the respect felt for them by their pupils. Besides intellectual and moral fitness, we beg to observe, cheerful spirits, an independent position, and a decent personal appearance, are necessary for a teacher; and these are incompatible with such salaries as our female teachers have been receiving. While upon this point, we wish to say a word about a rather delicate matter. Elaborate elegance of dress would be unsuitable for school work. A beautiful taste is somewhat uncommon; but a neat and lady-like appearance is a thing next to indispensable in a female teacher. Without this, she must fail of a considerable part of the influence she should exert. Is it not most impolitic to set the pay of such a teacher so low that she cannot possibly do herself justice in this respect? But we have no occasion to assume the tone of apology or of remonstrance. The public, so far as we know, notwithstanding the severity of its burdens, has fully acquiesced in the justice of what has been done for our teachers, and we doubt not that the consequences will appear in an agreeable way.

The High School always occupies, and rightly, a large share of the attention of our citizens. The new school-house continues to give entire satisfaction, and is justly an object of admiration to all who inspect it. The whole number of pupils is nearly the same as last year, and the fourth class is, at the present time, a little larger than the whole number which were admitted in September, 1864. Eight boys entered Harvard College at the last commencement, and the number preparing to enter college next year is also eight. Only twenty-one, or less than one-fifth of the class admitted this year, chose the "shorter course." A slight change has been made in the scheme of study for the first two years, adapting it better to the requirements of those who can remain only that time in the school. The only important feature in this change is the substitution of French for Latin. The name "Shorter Course" is now given to a course of three years, for the faithful accomplishment of which a diploma is now to be awarded, which was not done before. It is to be borne in mind, however, that the interests of those who propose to pass but two years in the school are in no way sacrificed; on the contrary, they are favored.

Our schools are now so numerous and require so much attention, the unsettled questions pertaining to methods of education are so various and so pressing, that it would be of great advantage if a general superintendence could be assigned to one competent man. A man of great activity would be needed for the execution of one part of such a duty, and large information and good judgment for another part. The duties of such an officer would be, for example, what is required of the Superintendent of the Public Schools of Boston: that is, in general terms, to study the Public School system, both of America and of foreign countries, and suggest improvements in our own; to obtain a personal knowledge of the condition of all our Public Schools, with a view to bringing all of them as nearly as may be to an equal standard of efficiency; to advise the teachers and the school committee on the best methods of instruction and discipline; to contrive means for bringing under instruction that large number of children which, in a place populated to a considerable degree by foreigners, will always seek to evade it, or be deprived of it by their ignorant parents; and to consult with the proper agents of the city government as to the building and bettering of school-houses, and the methods of best securing the health and comfort of pupils and teachers. Such an officer, supposing him to be possessed of the requisite qualifications, would undoubtedly be of very great use. School committees, granting them to be always constituted of the best materials, are constantly changing. If a man who is busily occupied undertakes to do all that he can to be useful, he commonly finds the labor too much for him, and (supposing him not to be dropped by his fellow-citizens,) soon retires. The fair performance of only the routine duties of the place demands in Cambridge the devotion of a great deal of time. This time should be and is most cheerfully given, but a great deal more time would be required of him who would thoroughly master the subjects with which he has to deal,—in fact all his time. We think, therefore, that we cannot better make up for the deficiencies of which we are conscious ourselves than by recommending to our successors to consider at once the expediency of establishing the office of Superintendent of Public Schools. While making this recommendation we must call attention to the exceeding importance of making no mistake in the selection of the man, if such an office should be created. From the nature of the case, the value of such a superintendent depends much upon the time he continues in his place.

The very young children of poor parents require peculiar consideration. Some of us think that children of five or six cannot well bear strict daily restraint for as many hours as they have years. Nevertheless, such children are very frequently not as well off at home as in a school-room. Their parents are often away, they are exposed to cold, or to bad air, or to accidents. Might not such children be made very happy and comfortable,

and at the same time be learning something,—good manners, say, and orderly ways,—if they were kept separate from older ones, and treated in a much freer way; spending all the afternoon hours, perhaps, in learning to use their powers of observation (“object learning;”) in singing, especially while in motion, and in other employments usual in what are called *kindergarten* schools? Some of our teachers treat the younger children somewhat after this fashion. We have been glad to see beads and picture-books, as well as slates, employed in considerable quantities for their amusement. But in most cases we have observed that the alphabet scholars, when tired of their slates, have nothing to entertain themselves with but their legs, which they twist about until posturing ceases to afford them relief. Yet as long as children of five and six are mixed up with older scholars, they must be kept tolerably still. Separated from others, they might be treated more according to nature, and yet kept under beneficial care and control. What has been said of children of five and six years is true in due degree of those of seven and eight. The simple apparatus which would be needed for a modified *kindergarten* system, would, of course, be supplied at the public expense.

School Committee.—J. WARREN MERRILL, *Chairman, ex-officio*; FRANCIS J. CHILD, HENRY W. MUZZEY, CHARLES A. SKINNER, W. W. WELLINGTON, JAMES F. POWERS, JOHN B. TAYLOR, AUSTIN J. COOLIDGE, SUMNER R. MASON, JAMES R. MORSE, C. W. ANABLE.

CHARLESTOWN.

In closing our report, and passing over to our successors in office the trust confided to us by our fellow-citizens, we advert with peculiar pleasure to the fact that Charlestown was the very first place in the country that made an appropriation for Public Schools. Charlestown is justly entitled to the honor of having originated that system of popular education which has become the pride and glory of so many States of the Union, and is destined to become the pride and glory of the whole land; indeed, whose benign and ennobling influences will, we believe, eventually bless all lands. The first settlers of this peninsula were among the most intelligent and the wisest men of their time. They constituted the church and the school, the foundation stones of all social, civil and political institutions. In their estimation, intelligence, virtue and religion were absolutely essential to the welfare of the people. In organizing society here they gave to religious institutions the place of prime importance. But they did, by no means, hold to the doctrine that “Ignorance is the mother of devotion;” and hence they at once provided liberally the facilities for education. They established the school and the college, and affixed to them the seal, *Christo et ecclesiæ*, regarding education as essential to the prosperity of morality and religion. The progress of civilization and enlightenment since their day

has illustrated the wisdom of their course. Washington gives it his weighty sanction when he calls religion and morality "the great pillars of human happiness," the "firmest props of the duties of men and citizens." The most enlightened patriots that our country has known in all its history, those who at the present time are most efficiently promoting its welfare, approve of the course of our revered ancestors, and regard religion and intelligence as the very life and soul of our civilization, the security and glory of our republic. It has been and still is true, that, in the endeavor to plant educational and Christian institutions of the New England type in all sections of our great country, "religious zeal is perpetually warmed by the fires of patriotism." Favored with such an ancestry, it is not strange that the people of Charlestown, in their successive generations, have been distinguished for their interest in the cause of popular education and for the generous provision they have made for the support of Public Schools. Let the present inhabitants of this place of historic and heroic renown, be inspired with such an enthusiasm in the same great cause as will honor the memory of those into whose labors we have entered. It is a fine expression of Macaulay: "A people which takes no pride in the noble achievements of remote ancestors will never achieve anything worthy to be remembered with pride by remote descendants." It becomes us to remember that towns and cities, not only in New England but scattered over a large extent of our country, are nobly vying with each other in efforts to elevate their schools to the highest degree of excellence. They are availing themselves of the results of the experience of the older towns and cities in regard to the construction of school buildings, the methods of conducting schools, and all that pertains to education, and are making laudable efforts to improve upon these results. Let us, in this home of Free Schools, not forget, that, if we would maintain the honorable position which this place has enjoyed in the past, we must put forth untiring and earnest efforts for the improvement of our schools. The schools of Charlestown must not, in any respect, be allowed to take a place second to those of any city in the land.

For the School Committee.—JAMES B. MILES.

CONCORD.

There has been, in later years, a manifest tendency exhibited on the part of our instructors to teach more thoroughly and intelligently. The constant discussions upon the right methods of teaching, which have absorbed the time of Teachers' Institutes and filled the pages of educational journals, are now bearing fruit. And perhaps our Normal Schools have done no better work than to impress upon the minds, not simply of their own graduates, but rather of the whole body of Massachusetts teachers, the important truth that real education does something more than fill the mind with a mass of

unconnected and undigested facts; that it gives the mind mastery over itself, and so over every branch of human knowledge with which it chooses to grapple; that it furnishes such a wholesome development of the intellectual powers as shall enable us to see all facts in their true meaning, just relations and proper uses. Your committee believe that this town, and all the towns of the State, have better schools and better teaching than they had twenty years since; and better, especially, in this respect,—that there is an effort, at least, not only to load youthful memories but to unfold and discipline youthful powers. They do not wish to make invidious distinctions, else they could point to schools in our own town where arithmetic has been so taught that the children can do far more than perform the few or many sums contained in the text-book,—where they really understand the science of numbers, and can solve intricate problems which are new, at least in form, to them, and which have conditions to which they are unaccustomed. They could point out schools where the reading is so clear, natural and expressive, that it furnishes convincing evidence that the pupils understand that the purpose of reading is to convey vividly to the hearers the ideas contained in language. They could point out schools where children have intelligent ideas of geography, clearly comprehend what great natural objects are described by the words rivers, mountains, oceans, gulfs and the like. All this is progress in the right direction. We want more of it; more and more awakening of real intelligence in the pupil's mind. Parents and committees alike should demand of the teachers, in the future, reality as well as appearance of advancement.

And in this connection, your committee would call attention to an injurious tendency, promoted too often by parents and not sufficiently resisted by teachers, to advance children in their studies more rapidly than their years or real progress would warrant. Complaints are often made that certain children are overworked. Inquiry usually shows that, on account of their own ambition or that of their parents and teachers, or on account of the combined ambition of all three, such children are in rank far beyond their years. With the immature powers and strength of eight or ten years, they are struggling to surpass those who have the mental growth and physical vigor of twelve or thirteen years. No real intellectual advantage can come out of such a struggle, while the whole future health and happiness of the child is risked by the strain of such an unnatural contest. And your committee wish to record as their opinion, that, if a child was restricted to the study of reading and spelling until the age of seven or eight years, and was not permitted to enter the High School until he had mastered, in the most thorough manner, all the Common School studies, his knowledge at sixteen or seventeen years would be far more real and solid, and far greater too, than under methods which, for the time being,

may promise more brilliant results. The whole proverb, "hasten slowly," applies to nothing more clearly than the early processes of education.

While it is hoped that an efficient execution of the truant law may, in the future, prevent any of our children from acquiring habits of truancy and vagrant and vicious life, it must readily be admitted that such a law, unless it look to some measures of positive reformation, will not reach those who have become confirmed in such habits. We trust that many such cases cannot be found in our quiet town. But there have been such cases in the past. Very possibly some such now exist. What shall be done with youth who are just stepping over the line which divides innocence from vice? What can we do to save them? In England they have reformatories, chiefly under the support and control of private charity, but to a limited extent supervised and assisted by the State. These reformatories are industrial in their character, and aim not only to educate intellectually, but more especially to impress habits of industry. These reformatories have done an excellent work in saving many youth, of both sexes, who seemed to be on the road to utter moral ruin.

In the year 1865, our own legislature passed a law empowering the county commissioners to provide county reformatories. If such places can be provided, and if our commissioners can have the prudence and wisdom not to erect expensive and showy structures, but to build, buy or hire some plain substantial farm houses, situated upon secluded yet productive farms, where boys and girls who have fallen into vagrant habits may, amid the purifying influences of nature, be trained to intelligence, industry and virtue; if these conditions can be fulfilled, such reformatories will meet a great want. A child has so far fallen that he cannot be reached by mild means. He is an absolute nuisance. What can we do with him? Send him to the house of correction and the jail? To do so is to make him a confirmed criminal. Every humane heart shrinks from such a result. We simply do nothing, and, in the process of time, the child steadily settles down until we have one more vagrant or criminal, who gets his living out of honest people by craft and dishonesty. What we want is a home, a farm-school, which shall inflict no stigma on the character, and where there are no older sinners to teach every vile habit, and where unruly youth can be sent to receive a wise and saving discipline.

We trust that our citizens will favor the establishing of such a reformatory in Middlesex County. But by all means let us avoid stone and brick palaces, erected for display, and draining the purses of our people. The plainest of plain farm-houses, with a good barn and proper stock, the whole situated upon some secluded farm of 75 or 100 acres, is all that is needed in the way of location and buildings. And the outside expense should be \$4,000 to \$5,000. The establishment should be under the charge of a firm, wise man, a good farmer, who can teach his pupils all which belongs

to farm work, and an intelligent matron, who can instruct them in all branches of elementary knowledge. The experience of England confirms the suggestions of common sense, that reformatories, to do any good, must eschew all show and needless expense, and become plain, simple, practical places of work and discipline.

School Committee.—G. REYNOLDS, *Chairman*; L. W. DEAN, *Secretary*; R. W. EMERSON, LOUIS A. SURETTE, SAMPSON MASON, CYRUS CONANT, WM. D. BROWN, JOSEPH A. SMITH, WM. M. HOLDEN.

FRAMINGHAM.

The Management of Schools a difficult Work.—The work of conducting the schools is a complex and difficult work. To him who has never taught school, it seems simple enough. To go to the school-room punctually at nine o'clock in the morning, hear all the scholars read and spell and recite lessons, and punish the idle and disobedient, till twelve; and ditto from one to four in the afternoon, is certainly a plain business; and to one who has "the gift" must be easy and pleasant. So say the many; so reason the majority. But this is the superficial view of the matter. This ignores the essential fact that the work of educating a child is more than hearing him read and recite, and punishing his faults;—that to do this work and do it well, it is necessary to study the child's disposition and habits, and correct bad, and instil good ones; that it is to help him in his studies when help is really necessary and for his advantage, and to teach him to help himself whenever he can; that it is to restrain too ardent natures, and to quicken the dull and indolent, not by blows and kicks, but by love and common sense; that it is to implant and foster a reverence for duty; to enlist the sympathies and the active powers in favor of truth and right, and thus furnish the child with the means of a useful and happy life, as well as to store his mind with knowledge. It is not so much to teach him, and fashion a character for him, as to help him learn, and guide and assist him in forming his own character.

Children do not feel the need of such training and education, because they are not yet out in the active responsible life where the trial comes; and they do not appreciate the efforts of those who would prepare them for this life. And here begins the difficulty of the work, with the child himself. He can form no intelligent estimate of what is required of him. Duty is a vague word to his inexperienced heart. Mature life is almost out of sight in the distance before him. The world of fact is a circumscribed spot; and the world of fancy is as airy as a dream. He has had no occasion to try his strength, and his courage, and his power of holding on. What few conclusions he draws are intuitive, not the work of extended reasoning. He is thoughtless, restive of restraint, trustful of himself, and forgets to-morrow the lessons of to-day. And the anxious labor of to-day

must be all gone over again to-morrow, with the added anxiety and discouragement resulting from to-day's failure.

There is a great diversity of capacity in children, in the perceptive, and reasoning, and retaining faculties; and also in the sympathetic and impulsive powers. And this wide difference of capacity, extending from an almost total want, to a precocious keenness, requires modes of management as various as the different individuals. The causes of the apparent deficiency are numerous, and need to be understood by the teacher. Perhaps the dulness results from bodily infirmity; perhaps from unwise parental training; perhaps from moral obliquity. And perhaps the quickness to perceive and learn is the result of an unhealthy, feverish mental state; perhaps it applies only to the mental powers, while the moral susceptibilities are inactive. Some children will do all they can, without special spurring; and some will not make exertion, under any impulses. What awakens a real interest in one, is powerless with another, and excites disgust in a third.

The nature of the work of education itself; and these diversities of capacity, and interest in study; together with the child's inability to appreciate the efforts made in his behalf, render the problem of school management complex.

And as a second element of difficulty, many persons essay to teach in our schools, who have never studied this complex problem; who have no true conception of what an education is; who are totally ignorant of this diversity of child nature. They themselves go through the form of an education, and then go into school as the mechanic goes into his shop, to use specific rules and particular tools, to fashion a given article. They have their plan devised, and they arrange the school according to this plan, and not according to peculiarities of character and existing wants of a given district.

Committees have not prescience. The selected teacher may pass a creditable examination in the branches required by law to be taught in our schools; and may exhibit no moral or social deficiencies; and may have reached a sufficiently mature age; and the committee may see no ground for withholding a certificate of approbation. But when he enters the school-room the essential deficiencies reveal themselves. He may be skilled in the sciences, but ignorant of human nature; he may be conscientious and upright, and yet have no faculty to impart information, or awaken a love of knowledge in his pupils; he may be nervous, or passionate; he may have no power to lead, to influence, to control. His motives for teaching may be strictly mercenary; he may adopt the profession because it is more convenient than any other; or he thinks it more readily gives him a good social position; or because his tastes run that way, just as otherwise he would choose to be a carpenter or engineer. He may have a laudable desire to do good; and yet have so indefinite a conception of the teacher's work

as to accomplish no real good ; or may mistake enthusiasm for an intelligent estimate of duty, or may substitute sectarian zeal for true Christian love.

And some teachers have an ill balanced character—striking excellencies, and striking defects, which either counteract each other, or lead off in a tangent. Perhaps they possess, either naturally or from careful culture, some single popular talent which takes with their pupils and with unreasoning parents. And though the committee may be aware of the real state of the case—aware that all the interests of the school, except the one, are suffering, yet their interference would be resented. The one shining trait dazzles and leads astray.

A third source of difficulty arises from parental indifference or interference ; though more often with us from the former than the latter. If new books are not called for, and their child is rapidly advanced from class to class, and into the High School, they are content. They are ready to assume that all is well, if no complaint is made to them.

What may be the child's habits in the streets, or around the school-room, or at school, they do not take the trouble to ascertain. Who his usual companions are, they do not inquire. Whether his acquirements are substantial or superficial ; whether he is making true advance in study ; whether his mind is expanding and maturing, and his sympathies are active, and his impulses noble ; whether he is growing susceptible in conscience and strong in duty, through his school advantages, are not matters of very anxious thought. When the teacher appeals to them to assist in mastering some wrong propensity, or restraining waywardness, they only say—in action, if not in words,—“this is what you are hired to do.” When kindly informed of their child's faults, perhaps they are offended ; perhaps side with the child against the teacher. And in general, they show no true sympathy with the earnest but sorely tried, and sometimes disheartened teacher. They seem unaware that every truly faithful and conscientious teacher craves the help and moral support of the parents ; and that the teacher who realizes no need of this support and sympathy, or spurns it, is essentially unfit for his position. In their experience the committee can recall numerous instances, where our best qualified and faithful teachers have failed to accomplish the high aim they had set for themselves, and left their position in despondency, only for want of active co-operation from parents. They have suffered the chagrin and discouragement of failure when they did not fail. They did their work well ; they discriminated wisely, and brought healthful influences to bear, and shunned no hard duty, and abnegated self. But the coldness, and perhaps prejudice of parents, re-produced in the children, constituted a weight which a young and sensitive nature could not carry, and was crushed. And it has happened in several cases, that such a teacher, transferred to another district, where the parents were wont to encourage and help, has had high success.

Some parents are disposed to exact for their own children, what is incompatible with the good of the school. They may demand that their children shall be advanced from a lower to a higher grade, or from one study to another, before they are properly fitted, and thus do an injury to the child, and embarrass the school. Promotion without fitness is always a double wrong, and generally inflicts a permanent injury. The child cannot do the work required in the higher department, and quickly becomes discouraged and vexed, laying blame on the teacher for long lessons, or charging favoritism, because others recite better and are commended for it.

Parents are to be blamed in this matter for fostering in their children the idea that they must go up when others go; that there is some disgrace attached to remaining in a lower department. Ambition to advance and excel is right, and may be turned to good account, and should be encouraged. But a wise discrimination should always be made. Merit should be scrupulously set before the child's eye as the ground of advancement; individual merit as a result of individual exertion, and not class merit. Classes are unavoidably unequal in merit. Some individuals acquire more readily; some have firmer health; some are necessarily detained from school. If an exact gradation be made at the opening of the year, it will not continue to the close. Some will shoot ahead, and others will lag behind. And to fall behind may not be the pupil's fault, may be nobody's fault. The parent should so fully understand the matter, from careful inquiry; and the child should be so influenced at home, as to feel that it is not his fault, if such be the fact, and to feel that no dishonor attaches to being left behind.

The parent who really desires his child's good, will not consent that he be advanced, till he is fully qualified to do all the duties of the advanced position. The committee have in mind numerous cases, where children of good natural abilities, but wanting in the habit of application, or from irregular attendance (the fault of parents,) have forced themselves forward when the class graduated to a higher department; or if rejected, have staid from school till the next graduation, and then smuggled themselves in; and thus have gone through the form of a course of study—who are yet wholly uneducated. They were dead weights in their several classes, tolerated from sheer necessity. They were thorns in the side of their teachers; and always shirked examination day. And they go into life, ignorant of the real principles and application of science; unused to master difficulties; unused to concentrated thought; unused to yield to the obligations of duty; pert, and proud, and jealous. And all from parental pushing, advancing without merit.

It should be said, that the evils here set forth, are limited in extent. In many of our districts, a correct public sentiment exists; parents sympathize with, and co-operate with the teachers; and cordially work with the com-

mittee, both in classifying and advancing the scholars. But in other districts the evil is rife. And the results are so deplorable, both to the individual scholars and to the school, that duty required this plain exposition.

School Government.—The experience of the past year has only confirmed the committee in the opinion, that the true secret of successful government of a school lies in the personal presence, and the personal character of the teacher. What he is, determines what he can do. His own obedience to right and duty, constitutes his power to secure like obedience in others.

Perhaps the first thing to which the pupil's attention is directed in a new teacher, is the expression of the eye. If it be a steady, intelligent, concentrated look, it conveys a world of meaning; if a fitful, downcast expression, its meaning is equally full, and readily translated. The child does not put his inferences in words, but he makes them, and they decide his plans. True courage, such as measures the real character of difficulties, and quietly overcomes them, or turns them aside, reveals itself in the eye sooner than in any other way; and so does cowardice. Some teachers can never look a fractious boy in the face: and a command or reproof without the eye to give it aim, never hits. Ability to read character is indicated by the eye; the glance of one seems to penetrate to the inmost soul, while that of another only touches the surface. So of comprehension of view: one sees everything—not an act, or a whisper, or a twist of the face escapes notice; while another sees nothing, not even the paper pellet that whizzes by his nose. All these things in the new teacher help make those first impressions, which are so potential in childhood; and they contribute essentially to fix the teacher's standing, and determine in advance, success or failure.

Perhaps the tone of voice and manner of speaking, are next in prominence. The low, clear tone and earnest manner carry the conviction of innate power; the high key indicates uncertainty or nervousness. The sharp, wiry tone indicates an imperious will; the hesitating and crowding manner shows indecision. Probably a command by a new teacher is best given in the form of an emphatic request. Indeed such requests are always agreeable, and effectual, when an order would be. Real kindness, and genuine sympathy reveal themselves in the tones of the voice. Nasal or guttural tones are either the result of natural defects or bad habits, and are apt to awaken aversion; and are commonly evidence of imperfect self-knowledge. A peremptory or sarcastic manner irritates, and provokes a retort, in thought, if not in words. A distinct utterance, in a natural, agreeable tone, always conciliates favor, and attracts the young. The tongue is the teacher's effective rod, and reconciler, as the eye is his magnet and battery.

Another trait, perhaps no less powerful to influence, is a calm self-possession, which imparts a quiet dignity to ordinary demeanor, and arms the

teacher for emergencies. A fit of passion in the pupil is best controlled by a quiet, natural manner. A punishment is tenfold more effective, if inflicted without excitement, and in perfect good temper. A gentle, pointed reproof is the one that cuts to the heart. In dealing with the multiform diversities of character and disposition in the school-room, nothing is more potential than this perfect self-control, and ready command of resources. And one can never command his resources, unless he has entire command of his feelings and temper; unless the habit of self-control is become a second nature to him. A child is quick to detect any careless word, or unrestrained feeling, or impulsive act. And the loss of respect instantly follows an ebullition of temper. The charm of power is broken. Some teachers have the unfortunate habit of carrying all their ailments and disappointments into the school-room, and inflicting them, at second hand and in an aggravated form, on the assistant, or the classes. The innocent children have to suffer toothache, and neuralgia, and corns, and laudanum, day after day; and the sin of one is literally visited on the whole school. Some teachers seem to take comfort in thus transferring their own blisters.

Downright earnestness in doing things, has great influence over scholars. This life of motion, and thorough interest in duty imparts itself to them. And where it is not of the boisterous order, its inspiration is most happy. It carries a conviction of value, of steady purpose, of heartiness. It makes school labor a real practical work, a means to an end; and that end a precious acquisition. It so enlists and quickens the energies, that hard study becomes easy, and long problems become plain, and the three hours seem short. The daily example of such a teacher consecrates the school-room to its proper use; to the high and holy purposes of mental and moral culture; to growth in true excellence and power.

The refinement of true culture throws an indescribable charm over school duty. This is not so much a distinct trait, as a combined result of all excellent traits. It is not acquired by special effort, and cannot be defined and taught. It is the fruit of thorough self-knowledge and self-constraint; of thoughtful study and mature reflection. It is a working of the generous impulses and noble purposes of a manly nature; of will under control of reason; of true sympathy directed by quick discrimination, and all actuated and consecrated by the spirit of love.

As these personal traits are but emanations of the inner principles and purposes which constitute individual character, perhaps it is not necessary to dwell long on this second element of the teacher's influence. Perhaps a strictly accurate line between character and manners would be out of place in such practical suggestions as we would here embody; it certainly is not attempted. Character is however, in reality distinct from manner and expression, for these may be borrowed or counterfeited; but that has intrinsic value, which constitutes the man, which will in the end disclose

itself. And perhaps it needs to be added, in this connection, that a teacher's power is really twofold; that which he exerts as a man, to enlist interest and command respect; and that which he exerts as a scholar, to awaken mental inquiry, and direct the acquisition of knowledge. The two are intimately associated, and in symmetrical and balanced characters, each is lost in the other. The two united, make one. But they are separable; and sometimes one is wanting. We sometimes have teachers in our schools who are not loved, and who command no cordial respect for the gentle and manly qualities; who nevertheless, from thorough scholarship and strength of will, secure obedience, and maintain order, and make their pupils learn. Such cannot of course, promote the true education of a child; cannot quicken and elevate what is pure and noble in the moral nature, because they have no nobleness of moral nature; cannot themselves appreciate the delicate sympathies and gentle emotions which give a charm to life. All the social qualities and moral susceptibilities of the pupils take their own growth, or become stunted. It need not be said that there must be a fatal defect in such an education. And yet such teachers can make scholars; can train the intelligent to exertion, and make the pupils keen to analyze, and strong to remember. And their training will probably insure that strength of will which makes its way in the world, though it may be an erratic way. Probably, however, such deficiency of moral sensibility should be deemed to be a real disqualification to teach.

Assuming then that the two classes of qualities are essential to true success, we proceed in our specification.

A quick mental discernment and the habit of analysis, give a teacher the means of direct influence. This enables him to detect motives of conduct, and distinguish mere heedlessness from intentional disobedience; to judge what kind of home influence prevails, and how far this should be ignored or sustained; to determine the quality of a child's effort, whether it be sincere or pretended, whether fitful or sustained; and to judge of his performance,—for sometimes a half-learned lesson deserves commendation and encouragement, and sometimes reproof; and sometimes a perfect lesson deserves no credit. Each child should be judged by himself; should have credit for real solicitude, and for trying, as well as for high success. Where it is possible, classes should be graded exactly by capacity; but it is not generally possible in schools. Hence the necessity for individual discrimination. Some persons seem to possess this ready discernment by intuition, while to others it comes only of long and earnest study, and thoughtful observation.

But the value of this element of character lies mainly in doing exact justice to individual scholars. It commands the approval of their judgment. They feel safe from injustice in the teacher's decisions. The teacher's power to attract and direct his scholars—to win confidence and mould

character lies in the possession of a guileless and fearless heart, which imparts to words and actions entire sincerity and truthfulness, which is seen to be the moving force of his own daily life. Perhaps the term open-hearted expresses what we mean, more nearly than any other single word. Everything like concealment and double dealing is detestable to frank and generous childhood. Everything like hesitancy and parleying with truth is destructive of integrity. A teacher to be loved and confided in, must be willing to be seen through; must carry the frankness and candor of childhood, coupled with the wisdom of manhood, into all his plans. This applies equally to established rules of conduct, and specific promises and threats; to methods of instruction, and the setting forth of motives; to leading, and driving. Its natural promptings find utterance in pure and noble words, and induce unselfish decisions, and lead to manly action. It is equally an appreciation of sincere and generous acts, and detestation of wrong and meanness. And the detestation reveals itself, not in rigid rules and severe penalties, so much as in hearty and spontaneous dislike; a rising up of the soul against duplicity, and falsehood, and the shirking of duty. A true heart craves truth, as the stomach craves good food. Sincerity is satisfied with nothing but sincerity. Like demands like. The love of knowledge demands study; full sympathy with obedience demands obedience. Viciousness and meanness are out of place in a school, as a bit of flint is out of place in the eye, and both cause irritation and pain till they are removed.

So fidelity to duty in a teacher is his best motive to induce a like fidelity in his pupils. If he will do his whole duty, whether he receive credit for it or not; whether a failure would be detected or not; whether he feels like it or not; if he will do the unpleasant things as earnestly as the agreeable, inflicting deserved punishment without respect of persons, and with exact regard to desert, he has a sure guarantee that the majority will work with him, and the exceptions will somehow slough off. It should be distinctly stated that what gives force to goodness and fidelity, is the bold purpose, the fearlessness of conscious rectitude. They enlist regard; this stirs to imitation; they induce right conclusions; this impels to action; they show what duty is; this insures the performance of duty. Where sincerity and fidelity exist, without strength of will, the result is a mere negative character; symmetry without beauty, without life. The force of will imparts vitality; gives the impulsiveness and strength which lead and control. And when the will is under constraint of sound judgment and real kindness, yet actuated by duty, the result is moral power.

True scholarship is the teacher's reliance to insure hard work and progress in study. Literary qualifications are essential to the government as well as to the instruction of a school. And other things being equal, the higher the order of learning, the more successful. He must be thoroughly

familiar with the text-book in use, which is the scholar's chief guide, where he gets the definition and rules which are to be stored in the memory. He must be able to teach that particular text-book: and he must know the science itself, in its principles and their application; and must have an opinion as to the best method of stating and illustrating those principles. It is not necessary that he take pains to criticize what he may deem defects of statement in the treatise in use, and take especial pains to exhibit his independent opinions. It may only confuse the mind of a young learner, and may not establish his own superiority. It may be consistent with a desire to show off, which argues shallowness of learning. The large, full ripe fruit bends the pliant branch, and ripe scholarship makes the possessor humble and teachable, rather than arrogant. But he who would command respect from learners, even from young children, must know fully and accurately what he teaches; must have such mental discipline as to appreciate the difficulties and doubts of the youthful mind, and be able to direct to a solution, where a solution is possible. He must have learning, and have his learning at command, and have the faculty to impart it in a clear and candid manner, suiting his illustrations to the diverse capacities of his class. He must himself love knowledge, and have the power to *awaken a love of knowledge* in them.

This is one of his first duties as teacher. The possession of, and the parade of even sound learning, do not of themselves constitute a successful and attractive *teacher*. Rules and facts and conclusions, spread before a child or crammed into his memory, do not nourish the mind, and do not of necessity stay in the memory; do not necessarily become real mental possessions, or promote mental culture. A healthy appetite for knowledge must crave it—either a natural or acquired appetite. And the teacher's earliest care is to discover or create this healthy taste for learning. And most teachers find this a difficult task—where it is undertaken as a task. To hold up in set terms the beauty and excellence of knowledge, or the intrinsic value of an education, will not do it. No mode of abstract reasoning, or form of argument, or personal appeal will do it. A true love of knowledge in the teacher must impart itself to the pupil. The value of an education must be seen in the teacher's own spirit. It must exhibit its refining force in his temper and plans. It must show its superiority, in his matured wisdom. It must come to the child's understanding as a living, warming element of character.

But this awakened love of knowledge, thus essential to profitable study, is not all that is requisite to healthy progress. A teacher must truly sympathize with the child in all his mental steps, his hesitancy to strike out into the new line of thought, his crude attempts, his blunders, and his failures, as well as his successes. He must have patience with the slowness of his comprehension, and his treacherous memory. He must be ready to

repeat his explanation, for the twentieth time, if necessary, where there is an honest effort to profit by it. The accuracy and exactness of knowledge determines its value. And the greatest pains is requisite to secure undivided attention, and logical habits of thought, and precision of statement in recitation. But to exhibit impatience at unintentional blunders, the exposure of every lapse and mistake, and sharpness of criticism, may not be the best method to secure accuracy—certainly in the early period of study. The very exactness and severity of criticism may induce a fear of failure, which will lead to failure; or may turn the mind to the little niceties of learning so as to unfit it for taking in its broader principles; or what is more likely, may produce discouragement and disgust in ordinary minds. Some teachers appear to take pains to make recitations unpleasant, by sharp criticism, by framing questions to blind, by quibbles and taunts, as they say, to sharpen the wits. Here again the scholar separates himself from the man. He forgets his own childhood, and the anxiety and dread of his first recitations in grammar and Colburn. A sympathy with the learner, and a hearty relish for the truths taught, will modify his estimate of the child's performance, and enable the teacher to give just credit. He will consider that a given rule or fact does not have the same weight to different minds; does not awaken the same interest, and does not carry the same conviction. A logical demonstration is more conclusive than a mathematical, to some minds, and is easier remembered. A historic fact appears in one light to one, and in a different light to another. One takes up natural science with avidity, and another the dead languages. The learner's predilections, and previous habits of study are important, in determining the merit of a given performance.

And this shows the importance of developing and fostering *individuality* in scholars. It is a plain duty to study the natural bent and preferences of children; their manner of committing to memory, and the process by which they recall committed lessons; and to take advantage of these peculiar habits and aptitudes in imparting instruction. Even if the natural bent needs bending, and the habitual choice needs a new motive power, it is best to effect it gradually, and through the child's voluntary agency. No judicious man of enlarged views will insist that every scholar shall be cut to his pattern; shall prefer his style; shall see with his eyes, and reason with his mind. Plain duty as well as regard for the child's mental growth, and moral strength, will require that he rather encourage him to use his own powers and methods—correcting what may be radically wrong; that he encourage him to think independently, to judge of evidence, to follow out processes of reasoning for himself, and to say things in his own way. The other method cramps, and makes a mere automaton; this introduces the child to himself, and leads to self-reliance, and fits for influence.

And this fact of a natural or acquired preference for a particular study, or the exercise of particular faculties, has another application. The teacher has his own favorite study,—some branch which he loves to teach. And the rapid and sure progress which his classes make in this, demonstrates several points that have already been made. For an equal interest in other branches would give the same zest to his instructions, and secure the same rapid progress. Perhaps it is impossible, where one must parcel himself out among a dozen sciences, to be a whole man to each. But the nearer he comes to this, the higher will his school rank. A thorough preparation of each lesson, in advance of the class, will supply some deficiency of natural taste. In actual experience we find one school exhibits superior excellence in reading, another in grammar, another in arithmetic; each depending on the teacher's special fondness for the specific branch. Some unfaithful teachers neglect or slur over the disrelished study; and some lazy teachers insist on using only a particular text-book—the one probably in which they studied, so that they can get into the old familiar ruts.

And we are led in this connection, to state another important inference, viz.: that children should not be sent to school, till they are old enough to love some branch of study; till they become hungry for knowledge. There is a difference in children in this respect. In some, a taste for study develops early; in others later. But all forced study in an early childhood is an injury and an evil. Till the age of six, as a general rule, they should be amused at home, and allowed to grow, and get muscular strength by free exercise and sleep. This is the period of life in which to foster the gentler and emotive faculties; to unseal the fountains of love and reverence; to implant a fear of wrong and falsehood; and instil the first principles of duty. And this is the parent's duty and high privilege. The lessons are best learned on the mother's knee, sanctioned by a mother's authority, and sanctified by a mother's love. There is a time in every intelligent child's life when he wants to learn his letters and to read. This is the time to teach him, or give him the means to teach himself. And when he begins to crave a knowledge of books, then first send him to school; for then first will school instruction and school constraint do him real good. Much of the listlessness we see in schools, arises from children being forced to school too young; before there was any desire for knowledge, and before they can set any true value on what is acquired. What they learn is not digested. Education is not a development, but a cramping process. A disrelish is acquired. Habits are formed which are fatal to strong, elastic mental growth. And it often happens, that the health is undermined, and lassitude, and impeded circulation, and feebleness are induced. This listlessness and mental indifference is an effectual bar to mental culture. Part of it arises from the cause just named; and part, of it from the unsympathetic nature of teachers. They are performing a

duty—faithfully, as they understand it: but still a set duty, a required task. They are only turning a crank, to order, when their proper work is to lead and guide, and inspire; to unfold and strengthen active powers and sensibilities, and introduce the child to life and manhood.

Mode of Conducting Recitations.—One of the marked differences in teachers, and one of the elements of success and failure in teaching, is the mode of examining classes. It is a matter which probably never receives a serious thought from many teachers; they hardly know that there is any special importance attached to it, or that there is a radical difference in modes. They put questions,—perhaps reading them from the text-book, perhaps using their own language,—and if a scholar answers the question, the lesson is marked perfect; if he fails to answer the question, it is marked imperfect. And at the public examination, they are careful to ask such questions as they are certain will be readily answered. But to frame a question, or suggest a topic, so as to draw out a scholar's real knowledge of the subject, and test his preparation of the assigned lesson, is an art in which few are perfectly skilled; it requires mental acumen, and a nice discrimination of the force of words, and an intimate and fresh knowledge of the lesson to be recited by the class. Much of the success of some teachers in carrying forward classes rapidly and thoroughly, is owing to peculiar skill in putting questions, so that the child's ideas are drawn out, and the main points of the subject are made clear and impressive, and are firmly grasped by the mind. For it should be considered, that the examination of a class is not more to find out what each pupil has learned, than to help him fix that knowledge indelibly in memory. Skill in questioning does more to assist comprehension and memory, than explanation and illustration; for these are the workings of the teacher's mind, and only illuminate the mind of the learner; while the pointed question arouses and concentrates the pupil's own thought; and this concentration and effort stimulate and strengthen the memory.

Some teachers frame their questions so as to imply the answer. It costs no mental effort of the pupil to recite, and after he becomes familiar with the practice, it requires no very careful preparation beforehand. A simple yes, or no, or at best a brief enlargement on the word which the teacher makes most emphatic, is all that is necessary. Such a recitation is a positive injury; no clear thought is evoked, and a listless, slovenly habit of mind is induced.

Some teachers ask questions at hap-hazard; they have not familiarized themselves with the lessons of the day; and at the moment their thoughts are busy with another subject. They neither know precisely what they ask, nor give heed enough to know precisely what the answer is; or they use a term of ambiguous meaning, and then reprove the scholar for not giving the answer that happened to be in their mind, when perhaps he

gave a correct answer to the question as they worded it, or as he understood it. If the teacher's mind should be concentrated and clear anywhere, it is before his class. The demand of simple justice settles this point.

Some teachers frame questions so as to *catch* the scholar; and then ridicule his honest answer. Some teachers, without intending it, always manage to confuse the class. A question is asked, and the pupil commences to answer; but before he can develop his thought the teacher interrupts him, to criticize a word or phrase he has used, which may not be strictly correct, though as the boy uses it, it conveys the right idea. The pupil should be allowed to give his full answer, in his own way; and that answer should have its just credit. If it be faulty, let the specific fault be kindly stated. Carelessness and blunders deserve censure, and after due forbearance, should not be tolerated. But let the censure fall on the guilty individual, not on the class. Everything like fault-finding, and ridicule, and exposing innocent deficiencies, and sharply cross-questioning a timid, embarrassed child; and everything like a show of personal dislike or favoritism, are ungenerous and wicked.

The point to be brought out should be distinct in the teacher's mind; and exact precision of language should be studied, to develop this point. And this study will be found to be a valuable mental discipline. The pointed question, will indicate the need of a like specific answer, and will set the child's mind to work to frame such an answer. Indeed, brevity and clearness should be insisted on as part of a satisfactory recitation.

School Committee.—J. H. TEMPLE, S. D. ROBBINS, GEO. E. HILL.

GROTON.

Tardiness.—Your committee would not feel justified in closing their observations upon general matters without alluding to that most serious of obstacles everywhere met in Common Schools, the evil of tardiness. Such evidence of tardiness and absence as are recorded in the registers of the Common Schools, are not to be found upon the books of any Private School or Academy. This being the fact, it is apparent, that tardiness in the Common School arises from a want of appreciation either of its great evil or of the value of Public School instruction.

Were it the tardy pupil alone, who is injured by entering the school ten, fifteen or twenty minutes late, even then, as guardians of the Public Schools of the town, your committee would be under obligation to remonstrate against it, as a positive hindrance to the progress of the individual pupil. But it is the whole school that is made to suffer by the tardy member, who, in his hurried entrance to the hall and school-room, draws all eyes from books and study, and is absolutely the cause of wasting from five to ten minutes of the brief three hours' session, before recovery is established and the legitimate work of the school-room can again proceed.

A tardy pupil may be a member of a class that has passed a recitation before his arrival. If so, he is one recitation behind; and he will likely keep one recitation behind for the term, and thus be a heavy weight upon his class.

Parents, as a general thing, can remedy this evil, and it should be remedied. It is their boy or girl who is losing the rich opportunity of improvement, on account of tardiness; and it is their money that is wasted by this interference with discipline and wholesome regulations.

Absence from school is but little worse than tardiness. Neither should be allowed by parents unless absolutely unavoidable. Would parents study the true interests of their children, and secure to them a foundation upon which to construct a true and Christian manhood, they would avoid detaining a child from school, except from absolute necessity, as they would guard him against contact with loathsome and contagious disease. How many of the child's errors and frailties he in after life may charge back upon father or mother, is a serious consideration, which may well awaken anxiety and stimulate parents to the most studied carefulness.

For the Committee.—DANIEL NEEDHAM, JOSIAH K. BENNETT.

HOLLISTON.

Home Influences.—To make a successful school requires at least three co-operating parties—a competent teacher, faithful pupils, and a sustaining home influence. In its place, the latter is as indispensable as either. The instructor needs this encouragement. It is of the greatest value to feel that he can count with confidence on the support of parental authority in maintaining good order in the school; to know that his efforts to stimulate the mental activity of the young are there steadily encouraged. But more important is this to the pupils. Nothing demoralizes a scholar more rapidly and thoroughly than to find the home sympathies running with him against the teacher. If a boy or girl can take an appeal home from the teacher's authority, and have it readily affirmed—can secure the parent's feelings and voice in condemnation or censure of the discipline of the school, all the value of that school to such pupils is destroyed. That there is much carelessness here is undeniable. Teachers sometimes tell us that they meet the chief difficulty to success outside the school-house. We can easily believe the statement. Their methods are sharply criticized in the presence of the children whom they instruct. Their competency to fill their position is doubted or denied by those who may have taken small pains to examine the subject. In cases of direct collision between the teacher and scholar, the latter's part is sometimes hastily and violently taken, and, as it often proves, unjustly.

This is not to say, that teachers are not sometimes at fault, although, with the great care which is taken in their selection, the presumption and

probabilities, in any issue between scholar and teacher, are strongly the other way. But if it should be that the teacher is wrong, the redress sought should guard as much as possible against weakening the confidence of the scholars in those whose business it is to educate the young; against fostering a disrespect for school obligations and government. It is a grievous mental and moral injury for a youth to get set against school life and work and obedience, as something to be despised and hated; to acquire a chronic rebelliousness against it. Of all places in the world, that injury should not be inflicted in the home circle.

Our Teachers.—Purposes so elevated impose weighty duties upon our teachers. They must look upon their work as of the most honorable and engrossing character. They should prepare themselves for it, not only by the requisite mental discipline, but by the culture of pure affections, the habitual cherishing of high and worthy sentiments, the maintenance of a steady control over their own spirits, the eliminating from themselves of all personal drawbacks upon a thoroughly good influence and example. Nothing is too minute to be regarded in this self-training—from the correcting of the false pronunciation of any common vernacular word, where teachers trip oftener than they seem to be aware, to the filing away of whatever excrescence may impair their usefulness. This is not to attempt to bring everything to one and the same pattern. Every alive teacher will have an individuality of his own, and can best do his work in accordance with its inspirations. Unity of spirit here, as elsewhere, admits of much diversity of operations. We prescribe no undeviating routine, but wish our teachers to study their own genius, and the natures of those of whom they have charge, and adapt their methods to the work in hand, according to their best judgment.

We are satisfied that this is their endeavor, to a most creditable extent. If results are not perfect, they are positively, comparatively, and sometimes superlatively, good. This we sincerely avow. And we ask that these educators of our youth shall ever have that honorable and cordial regard from the public to which they are clearly entitled. Their work is often perplexing, always exhausting. They are more the friends and allies of the families for whom they toil, than the paid servants of the community. Theirs is one of the kinds of labor which can never be fully paid for in money. There is heart-work, as well as brain-work and muscular exertion in it, if it is done as it should be; and that must always find its compensation in something costlier than a treasury draft. Faithful and kind instructors should feel that they have the warm affection, the personal love of those for whom and for whose offspring they are spending their daily strength.

School Committee.—ORRIN THOMSON, W. N. BATCHELDER, J. T. TUCKER.

HOPKINTON.

Primary Schools.—There has been no part of our school system in which more improvement has been made for the past thirty years, and perhaps no part susceptible of more improvement than in our Primary Schools, or in the instruction of Primary School scholars. In fact, thirty years ago, Primary Schools, or Graded Schools of any description had hardly begun to exist. The principle of the division of labor had not then begun to be applied in educational matters. But we fear that even at the present day, Primary Schools are deemed of too little consequence and fail to receive the consideration they deserve.

When about a year since, Governor Andrew was called to the presidency of Antioch College, some flippant contributor to the weekly press observed that "Gov. Andrew was a man of too high an order of intellect to waste his abilities in teaching boys," that "he was needed in the councils of the nation." Too high an order of intellect to teach boys! Indeed! And was this wiseacre aware when he made that sententious remark, that some of the greatest intellects the world has ever seen, found their chief delight in teaching boys? Socrates, Plato, Aristotle, Niebuhr, Arnold, taught boys—and were their talents wasted? Is it more ignoble to teach boys than to teach men? Does it require a higher order of intellect to build the steeple than to lay the corner stone? The idea is also common to many teachers, that the more advanced in study their pupils, the more honorable their position. But here is an unfortunate mistake, and our schools suffer in consequence. What position can be more honorable, more important, or demanding a higher order of talent or attainment than to first give shape and direction to the youthful mind? Washington's first teacher was his mother, but had she been a woman of limited capacity and ordinary attainments, would Washington have ever received an apotheosis at the hands of the American people? Now it is the province of the primary teacher, to instil into the mind of the child those ideas and principles which will mould its character for life. A great and almost fearful responsibility rests upon her. How important that she be qualified for the task. It is her part to stimulate attention, to arouse enthusiasm, to quicken observation, to encourage the expression of thought. How varied then should be the attainments of that teacher who undertakes these duties. How wide a range her reading should embrace. How intimate her acquaintance with nature. Especially is this the case since the new method of instruction, familiarly known as object teaching, is being adopted to a greater or less extent in our schools.

For the Committee.—H. L. PARKER.

LINCOLN.

High School.—The number of pupils studying Latin has been larger than ever before. The study of the Latin language, if for no more than three or four terms, is of more value, as a strict mental discipline and an available addition to knowledge, than the same amount of study of algebra, geometry or chemistry. This statement may be challenged, but we believe it will bear examination. Language is a science as much as the mathematics, and a science that we make more constant use of than any other. The exact and critical study of language sharpens and stores the mind. And a good degree of mastery of this organ is essential to success in the pursuit of any branch of human knowledge. Comparison of verbal forms and idioms is an excellent discipline, and no exercise can develop power of accurate expression like translation from one language to another. The English language is so largely indebted to the Latin, that the study of that language assists very much in obtaining a more perfect understanding of our own.

In the business of education, the study of the mind itself is of the highest importance. Its conditions of growth and capacity to receive instruction, should be carefully noted.

Careful investigations have recently been made which show that it is impossible for children to fix attention, as is needful in any study, beyond a time much more limited than is ordinarily supposed.

Very young children cannot give attention to anything that they are taught for more than one or two minutes. From five to seven years the child can give attention fifteen minutes; at ten, twenty minutes; at twelve, twenty-five. A skilful teacher and an interesting exercise may secure longer attention, but it will be at the expense of succeeding lessons.

Children of ten to twelve exhaust their capacity of bright, voluntary attention, in four varied exercises of half an hour each, with an interval between them in the forenoon, and are able to give no more than half as much attention in the afternoon. Three hours in a day are as much time, then, as the scholars of this age in our schools can give profitably to their studies. If by any means more effort is obtained, it is at the expense of succeeding lessons.

Of course, the capacity for voluntary attention depends somewhat upon the physical vigor of the child, and the light and ventilation of the school-room. Experienced teachers, after the most careful observation, testify that the capacity of attention of the majority of the children attending the Primary Schools, is exhausted in less than three hours of daily instruction. Children that are several years younger, can only for a small portion of the five or six hours that they are kept in school, give any profitable attention to the exercises. These are well established physiological facts,

alluded to here because it is important that every teacher and every parent should understand them and bring their demands and expectations within the limits that nature has prescribed.

School Committee.—HENRY J. RICHARDSON, JAMES FARRAR, Jr., WILLIAM FOSTER, SAMUEL H. PIERCE, J. DEXTER SHERMAN, WILLIAM MACKINTOSH.

LITTLETON.

The days when teachers were few in number, and poorly prepared for their work, have passed away, and we have always at hand a number from which to select. They are of all grades; some with good natural abilities, improved by a thorough, systematic education; others, of very mediocre talent and inferior cultivation. From these we must choose one, and intrust to him the training of our children. And here a question of economy arises. Shall we secure a teacher for the least possible amount of money, and content ourselves with ordinary qualifications, or, shall we expend a larger sum and obtain a better man, one in every way fitted for the position? The better a teacher is qualified for his profession, the greater right has he to an ample remuneration. His education is his capital, and if, by faithful effort and honest endeavor, he has increased this capital and rendered it more valuable, he is fairly entitled to a liberal return. This principle is universally recognized, and our own action must be determined by it. A successful farmer purchases the best stock, the best seeds, the best agricultural implements; the good mechanic uses the best tools, and employs the most skilful workmen; the rising merchant owes his success as well to the superior character of his employés as to his own energy and tact. In every department of life, that is really the cheapest which pays the best in the end, not that which costs the least money at the outset. Nowhere is this truer than in educational matters. We desire our children to have well-trained and disciplined minds; we wish the better qualities of their nature to be developed and expanded; we are anxious that the music of their eternal existence should receive its first touches from a master's hand. A good teacher leaves the impress of his own mind on the easily moulded characters of his pupils. If he is thorough, they will be thorough too; if he is patient, they will be patient too; if he is enthusiastic, they will catch the spirit of enthusiasm; if he commands their respect and love, they will try to obey and imitate him. It is an old and homely proverb, that "as the twig is bent the tree's inclined," but there is a world of wisdom and philosophy in the saying. We cannot be too anxious in regard to the training which is given to those who, ere long, will be standing in the fore-front of the battle, while we, having fought the fight, shall have laid our armor down. Hence, your committee feel justified in recommending a liberal appropriation for educa-

tional purposes, assured that every dollar thus bestowed, will prove a far more profitable investment than railroad stock, or United States bonds, inasmuch as the interest will be paid, not semi-annually or quarterly, but daily; not in gold and silver alone, but in the more desirable riches of pure, upright, noble men, fitted to take an honorable position in the world, and to keep pace nobly with the march of time.

Chairman.—C. M. WILLARD.

LOWELL.

Superintendent.—In so far as this is a report to the citizens of Lowell, it is proper that the school committee should express their appreciation of the influence and labors of the superintendent. It was not supposed by them that anything like a moral earthquake, or a great educational spasm, would signalize the change implied in the introduction of this officer. Nor was it believed that this would be desirable. The object was, rather, to secure a gentle, genial, but all-pervading and equalizing influence through the whole system of our Public Schools; an influence that would sustain and encourage whatever was well done before, and gradually, but effectually apply the needed remedy wherever there was a demand for amelioration or reform. And in this we have not been disappointed. Results are already clearly discoverable that satisfy us that a wiser or more profitable thing could not have been done for our schools. These results, highly as we esteem the office itself, abstractly considered, we ascribe largely to a rare combination of qualities in the superintendent whom it has been our good fortune to obtain. Mr. Phipps has now become well known to a large number of our citizens, still better known to our teachers and pupils, and best of all to the committee. Always courteous and unobtrusive in his intercourse with the board, we have yet found him unshrinking and conscientious in recommending whatever changes have approved themselves to his judgment, and in a high degree, timely and judicious in his recommendations. And so far as we can learn, there is among the teachers and pupils, and in the community, but one feeling in regard to him. Even those who have supposed that it would be better to have no such officer, have often expressed as much as this, that "if the office is to exist among us, the city is fortunate in the present incumbent." In this latter sentiment we concur. And we have no doubt that if his work is continued under as favorable auspices as at present, the citizens of Lowell will in a few years have more reason than ever to be proud of their schools.

Decease of Hon. Elisha Huntington.—The board have to lament the very recent decease of the Hon. Elisha Huntington, who, though not at the time officially connected with us, has rendered more years of service in the cause of education, and been called to a larger amount of public duty in Lowell, than any other man. His fellow-citizens have seen in him no other

ambition than to be found worthy of the trust that for some forty years they have, in one form or another, so spontaneously and so confidently reposed in him.

In every difficult and trying emergency, and in whatever has required special wisdom and fortitude, and a high order of talent, they have found him equal to the crisis, and superior to the ordinary weaknesses of public men. Incorrupt in all his character, faithful to God and to man, he has not been more honored by our city, than he has honored her. Happy the man who can leave in the public mind as pure and inspiring a record as his.

Chairman.—OWEN STREET.

The examination of all applicants to teach, except with reference to the High School, is confined too much, I think, to the minimum of literary qualification, and while it may satisfy the examiner that the candidates have a tolerably fair knowledge of "orthography, reading, writing, English grammar, geography, and arithmetic,"—such a knowledge, indeed, as is required of all the graduates from the Grammar Schools before they can be admitted to the High School, and in respect to which some of them pass a better examination than many of the applicants to teach; it cannot satisfy them of the "ability to give instruction" in these branches, and of the "capacity for governing," which are among the essential qualifications required by the statute. Too little regard, I think, is paid in the examination of candidates to this last named qualification, the "capacity for governing a school." It is true something may be inferred in respect to this, from the general appearance of the candidate, and with this most examiners seem to rest satisfied; but as the success of the teacher depends in so great a degree upon this "capacity for government," should it not form a more important feature in such examinations? and can anything supersede an actual examination, either oral or written, of each candidate as to his views of the principles on which a school should be conducted?

"It is of primary importance," says Mr. Mann, "to know whether the fundamental idea of government, in his opinion, is the will of the teacher, or the applause of the neighborhood,—which may be for one quality in one place, and for another quality in another,—or the good of the governed; whether, on the one hand, he would succumb to resistance and be driven away before rebellion, rather than to strike a blow; or, on the other, whether he would flout the docile, and be capricious towards the obedient, to prove whether there exists in them an unreasoning and unconditional submission to his claims of sovereignty.

"If a candidate has no views respecting the great principles on which the government of a school should proceed, the committee cannot affirm that he has a capacity to govern. If such a person has any capacity, it must be in

a latent state ; but the committee must be satisfied, not of a possible or potential, but of an actual capacity ; it must be in a developed state."

I regret, (as I had occasion elsewhere to say,) that so much reliance is placed upon the results of an examination confined to merely intellectual qualifications, and that other equally essential requisites for the successful discharge of a trust so potential for good or for evil in moulding the characters of the young, are either entirely ignored, or apparently regarded as of comparatively little importance. It is a too prevalent usage to appoint teachers without sufficient consideration of those qualities of mind and of heart, that knowledge of human nature, that aptness to teach, and that zeal and love for the work, without which the best intellectual endowments are worthless ; and for want of these essential qualities a change of teachers is not unfrequently deemed desirable by those most conversant with the schools, although it is not a very easy thing to effect it. Very few of our teachers have been systematically educated for the profession, but have educated themselves as best they could, mainly by the process of experience in teaching, and this often at the expense of those placed under them. We would not intrust the construction of a building, or even the cutting of a garment, to persons who have not been educated with special reference to skill in these employments, and yet how often is the education of our children, and the development of their intellectual, moral, and physical character intrusted to those whose chief recommendations are their good personal appearance, necessitous circumstances, importunity, and a tolerably fair examination in some of the subjects which they have just ceased studying in the schools, and in which a retentive memory, more than a thorough comprehension of the subject, enables them to appear to better advantage. The graduates of our High School doubtless possess sufficient knowledge to meet the wants of the lower grades of schools, but from the wide range of study they have pursued, with no regard to a thorough and systematic drilling upon particular branches, so important in the preparation for the teacher's work, it cannot be expected that they will be properly qualified to communicate their knowledge, and to secure the most desirable results in the government of a school. It seems to me exceedingly desirable for those who wish to become successful teachers, to supplement the High School course, by the course of training and discipline which it is the peculiar province of the Normal School to provide, and I would earnestly recommend all such to avail themselves of the advantages of special training for their work which the wisdom and liberality of our State offer to them in institutions established for this very purpose. It might serve as an inducement to a much larger number to resort to these special schools of instruction, and so inure greatly to the educational interests of our city, if it were generally understood that, other things being equal, preference would be given to their graduates, and that none would be appointed teach-

ers of our schools whose attainments were not equal, or nearly so, in all respects to those possessed by these graduates.

School-Books.—It is in some respects a very wise provision of the statutes of the Commonwealth, that no change of school-books shall be made when the committee consists, as is the case in our city, of more than nine members, without “the consent of two-thirds of the whole number of the book committee, and the concurrent vote of three-fourths of the whole board.” The frequent change of text-books is greatly to be deprecated. It is attended with much expense to the city and to the parents, however favorable may be the terms on which an exchange may be effected. There are several incidental evils, too, connected with such a change, which must be too obvious to be particularized. Still it cannot be expected that in this age of progress, the same school-books should continue to be used from one generation of school children to another, if there are others possessing far greater merit, and it would be as absurd to refuse to introduce these, as it would be for the mechanic not to avail himself of all the improvements in the implements appropriate to his art which the inventive spirit of the age proffers to him. Changes in school-books, however, are not always improvements. The pertinacity with which some professional book-agents ply their art, and the arguments of various kinds which they employ, sometimes result in changes which, however much they may contribute to the interests of the publishers of school-books, so introduced, are far from promoting the best interests of the schools. It seems to me very desirable that from time to time the various text-books used in our schools should be carefully and thoroughly compared by a competent sub-committee with any new books on the same subjects, and that no intimation of any intended change be made to publishers or agents until it has actually been consummated, agreeably to the salutary provisions of the statute, by “the consent of two-thirds of the sub-committee, and the concurrent vote of three-fourths of the whole board.” I should recommend that whenever a change of books is decided upon, it should go into operation at the beginning of a school-year, and be made, gradually, with new classes only, thus avoiding the great expense attending such changes.

Books for Poor Children.—The practice of loaning books to the children of such parents as are unable, or refuse, to purchase them, is still continued, and with much pecuniary advantage to the city. In each of these books is placed a printed label, stating that “this book is the property of the city of Lowell, until paid for by the parent or guardian of the child to whom it is furnished;” that “it must be carefully used, and if not paid for, returned to the teacher of the school whenever it is called for.” It is especially enjoined upon the teachers to use every effort to induce parents to furnish their children with books, that none may apply to the city therefor, except those in absolute need. To this is added my own careful scrutiny of every

order for books to be furnished to children at the city's expense, which the teachers send to me for approval.

As the children thus supplied have the use of the books as long as it is necessary they should have, I do not see why this practice of loaning does not meet the requirement of the statute as really as if the books were given. It certainly is to the city a more economical arrangement, for the same books may be used by several children in successive classes, thus obviating the necessity for purchasing new books for every indigent child. In 1857 the expenditure for books for poor children was \$1,586, and for a series of years the average expense was \$1,112 a year. For the last two years, notwithstanding the cost of most school-books has advanced nearly or quite one hundred per cent., the expenditure for this purpose has averaged only a little more than one-half of this latter sum.

"No child under five years of age shall be admitted to the Primary Schools," is a very wise and beneficent prohibition of the board, and yet I have found in several schools quite a number under this age, whom the teachers had been prevailed upon to receive, though already over-burdened with numbers and with duties legitimately devolved upon them. Such young children serve to distract the attention of the others, and impair the discipline of the school, and this would be a sufficient reason for rejecting them, even if the teacher should not devote any time or attention to their instruction. It may in many cases be an act of kindness to relieve the mothers of the care of such young children, and it would doubtless be a still greater relief to them if they were allowed to send them at a much earlier period, but if under any circumstances it were deemed expedient to allow the rule to be violated, it certainly is not so when our schools are so full of those whose age entitles them to their advantages. If the minimum age for admission were six years, instead of five, I think it would be no less beneficial to those who would thereby be excluded, than to those who remain. The admission at an earlier period, in my opinion, exposes the little ones to serious dangers, mentally, morally and physically.

Aside from the more important advantages of a good penmanship in securing to a young man or woman such positions as clerks and book-keepers, often much more lucrative in consequence of it, which are constantly opening to them, I regard this acquisition as among the most essential in the education of all for the common, every-day purposes of life. How many persons, after great painstaking in deciphering the strange hieroglyphics which some of their correspondents inflict upon them, can heartily concur in the sentiment of the great historian of Rome, Niebuhr, who has said: "A bad hand-writing ought never to be forgiven; it is shameful indolence; indeed, sending a badly written letter to a fellow-creature is as impudent an act as I know of. Can there be anything more unpleasant than to open a letter which at once shows that it will require

long deciphering? Besides, the effect of the letter is gone if we must spell it. Strange, we carefully avoid troubling other people even with trifles, or appearing before them in dress which shows negligence or carelessness, and yet nothing is thought of giving the disagreeable trouble of reading a badly written letter." I trust that with the liberal provision now made for the instruction of the youth of our city in this highly important branch, none of them will hereafter be guilty of what Niebuhr regards as "a never-to-be-forgiven offence."

Truancy.—In my former report I spoke of "the desirableness, and necessity even, of the appointment of some one, having the peculiar qualifications requisite for such duties, who should devote his time and attention exclusively to this subject."

Early in the present year, Mr. Jesse Huse was appointed truant commissioner, an office which, at different periods, he had previously held for several years. Having no official relation to this officer, I am not expected to express my opinion officially as to his qualifications for this peculiar service, and his success in the discharge of its duties. Still it may be proper for me to say that so far as my own personal observation extends, as well as from what I learn from the teachers, he has with fidelity, tact, discretion, and kindness, accomplished much in the way of remedying the evils caused by habits of truancy, which is one of the chief obstacles to any valuable and permanent improvement of our schools.

From his report to me, it appears that from April 1st to December 1st of the present year, he has investigated 462 cases. Of these, 287 were truants, 121 were absentees, 17 were new scholars, and 48 had been guilty of misdemeanors. Eighty-one of the above required a second visit from him, and 27 a third. During the same time he has arrested 22 for truancy, who, with two or three exceptions, have been sentenced to the house of reformation and employment for juvenile offenders in our city, for terms varying from three months to two years. Those not sentenced were bailed, and returned to school.

Uneducated Children.—It has been well said, that "a parent who sends his son into the world uneducated, does as great injury to mankind as to his own family; he defrauds the community of a useful citizen, and bequeaths to us a nuisance."

Deeply impressed with the truth of this sentiment, our State legislature has made provision in the General Statutes for the instruction of every child under fifteen years of age, and imposed a fine "not exceeding fifty dollars for each offence, to be recovered by indictment," upon "the owner, agent, or superintendent of a manufacturing establishment, who employs a child in violation of the provisions" of the statutes relating to the subject.

As my report is already so long, I will only say, very briefly, that I have given as much time and attention to the duty imposed upon me in relation

to this subject as my numerous other duties would permit,—not so much, however, as its great importance demands. I am satisfied that very many children are employed in the manufacturing establishments of our city in direct violation of the statutes. I have been furnished by several teachers with the names of many children who are now at work in several of the corporations, without having been required to exhibit the usual certificate of attendance at school the prescribed period, many of whom could not obtain it. One case is that of a boy under twelve years of age, reported to me as having “gone to work in one of the mills, without a certificate, about the first of July, 1864, and remained there until October 2d, 1865.” There are doubtless numerous other similar cases. In several instances I have addressed notes to the agents, from some of whom I have received courteous replies, expressing their ignorance in regard to the facts communicated, and their desire that the wise and salutary provisions of the statutes should be carried out. By some others, no notice has been taken of them. So far as I can judge, it is not the agents, but the overseers, and other subordinate officials, who thus violate the law, and render their employers liable to its penalties. I commend the subject to the consideration of the board for such action as its importance demands.

Moral Instruction.—There has seemed to me to be in most, if not all, of our schools, a neglect of some regular, systematic instruction in morals. It certainly cannot be because the moral faculties do not need to be educated as much as the intellectual, or are less susceptible of cultivation.

This neglect is, perhaps, owing in part to the fact that such instruction is too little appreciated by those whose children are most directly benefited by it, although this, of course, should not excuse the teacher from the discharge of a duty so important. It is too true, as has been said by an English writer, that when “a father inquires whether his boy has been so taught that he can construe Homer, understand Horace, and taste Virgil, he seldom asks, examines, or thinks, whether he has also been taught to be grateful, generous, humane, compassionate, just and benevolent.”

It may also be because no text-book on morals is prescribed in the school regulations, and no provision is made for instruction in morals beyond the mere general requirement that “politeness and good behavior shall be carefully inculcated.” A much more effectual way of inculcating morals than by a text-book, with regular recitations, would be the appropriating a very few minutes each day to a general exercise, requiring the attention of all the scholars in the room, in which the “good behavior” should be taught by explaining and enforcing habits of neatness, order, obedience, and politeness; by relating short stories illustrating and stimulating the virtues of honesty, truthfulness, kindness to playmates, animals, etc. Occasionally, too, a reading lesson, in which some moral sentiment is developed, might be supplemented by a few appropriate remarks, by which a deep and abid-

ing impression might be made on the minds of some, at least, of the scholars. But in no way can "politeness and good behavior" be so effectively taught as by the daily "walk and conversation" of the teacher himself. If he be of boorish habits, and regardless of the common proprieties of life in the presence of his pupils, or deficient in any of the moral virtues, what benefit will they derive from any oral instruction which he may communicate on these subjects? And again, as intimately related to this subject, if the teacher's manner and language are harsh and severe, and if he indulges in opprobrious and insulting epithets, how can he secure the respect and affection of his pupils, without which all moral teachings will be of no effect? In every school there are some gentle, sensitive natures, that shrink from the rough words and repulsive looks of the teacher, as the timid lamb does from the fierce growl of the tiger.

Superintendent.—ABNER J. PHIPPS.

MALDEN.

Reading and Spelling.—The importance of greater attention to reading and spelling, which has been so often presented to teachers for several years past, seems now to be thoroughly appreciated by them. We are sure we speak within bounds when we record it as a fact, that the average of correct spelling in the first class in the Primary Schools to-day, of words of the same degree of difficulty, is higher than that exhibited by the second class, perhaps than that of the first class, in the Grammar School, four years ago. And the spelling is generally of uniform excellence in all the classes.

The improvement in reading has been nearly or quite as great as that in spelling. In some schools it has really been remarkable. Soon after the summer vacation of 1864, the board, desirous to stimulate as far as possible the zeal of pupils in the High School to make still greater efforts in this direction, offered two gold medals, of equal value, to be presented at the end of the school-year, and to be competed for by all the pupils without distinction of classes. Considering the medals of the same rank, one was offered to that pupil who should attain the greatest absolute excellence in reading during the year; and the other, to the pupil who should make the greatest improvement in reading in the same period. The result of this experiment was highly satisfactory to the committee. At the annual visitation of the school in July, they had the pleasure of presenting the medal for "Excellence in Reading" to Miss Sarah F. Rogers, that for "Improvement in Reading" to Miss Emma F. Wise.

Medals of the same value and for the same objects, have been offered for the present year.

It has also been determined to present at the close of the year, five silver medals to five pupils from the first classes in the several Grammar Schools, who shall make the greatest improvement in reading during the year.

We dare say objections may be offered to this plan as an unnecessary innovation, by some who have, or who think they have, real objections to the system of rewards and of competitive examinations. We do not intend to reply here to any such objections. We are conversant with the whole argument for and against the system, and considering it all, have thought it well to try the experiment, simply in reference to "Reading," in this town. If, on the whole, it shall seem to us to result in more harm than good, or if, indeed, it shall appear to give rise to any positive inconvenience and wrong, it can easily be discontinued. With its working thus far we are entirely satisfied.

That our teachers and the more advanced pupils might have the benefit of some practical instruction in elocution, from an accomplished teacher who has made that branch a speciality, we secured the services of Stacy Baxter, Esq., for a course of lessons on this subject. Mr. Baxter met the teachers and the pupils of the High School once a week for twelve weeks, showing by theory and by illustration, the principles upon which good reading depends, and imparting much valuable instruction. The effect of these few lessons should be felt in every school in town.

School Committee.—GEO. W. COPELAND, G. D. B. BLANCHARD, W. H. RICHARDSON, J. FRANKLIN WAKEFIELD, JOHN W. CHAPMAN, JAMES G. FOSTER, FREEMAN A. SMITH, GEO. P. COX, ALBERT F. SARGENT.

MARLBOROUGH.

Much credit is due to the foreign population in most sections of the town, for the interest they are taking in the schools. There is an increasing desire among them to have their children educated. To this end their children are becoming more regular and prompt in their attendance on the schools, and evincing, on their own part, a strong desire to equal or excel their mates, native born. Some of the finest scholars in our schools are among these children.

Our Common Schools are truly the "nurseries of freedom." The children of all are on a grand equality in them; and so long as they are maintained in their purity, we need have no fears for the safety of republican institutions. If "foes within," after a severe and bloody trial of four years' duration could not succeed in destroying them, surely no "foe without" could succeed against a people educated together to love virtue, intelligence and freedom.

One serious evil still exists in some of our schools, and that is truancy, and we apprehend it is not the fault of the scholar in all cases. In one of

the Grammar Schools (No. 2,) eighteen scholars were absent on the day of examination. This is a serious damage to the school, but a far more serious damage to the pupil. No child under proper control at home would be allowed to be out of school at the closing examination, especially if he has been a member up to that time.

The duties of the parent and pupil to the school do not end one moment before the duty of the teacher; and every parent and pupil should understand that every member of the school should be in his or her place until the close of the same, unless for some good and sufficient cause.

It may be said by some that it is necessary "to work," because the "parents are unable to send their children to school." Let us say, that all the money earned by children when they ought to be in school, will not pay for the results of their ignorance in after life.

The town has adopted by-laws respecting truants. Let these laws be enforced to the letter; there is great need of it.

The town is now paying a large amount of money for the support of the schools, and it is wrong, it is utter folly, in fact almost if not quite criminal, for parents to neglect the golden opportunity for their children. Our country needs more educated men and women. Business of all kinds will require more education; and educated labor is the best, and as a rule, is the best paid. Every man and woman is interested in the education of all the children, whether they have children or not; and the influence of every person ought to be exerted to induce every parent and guardian to improve to the utmost the advantages offered him. If this were done, we should have less cause to complain of that kindred evil in our schools, viz., tardiness. This, with some of the children, appears to be a chronic complaint, for which we have not found a remedy. Parents must be aware that it is a serious detriment to the good order and progress of any school, to have its members dropping into the room, one after another, for an hour or more after the work has commenced. It is a curse to the school, and to the pupil also, for he is thereby acquiring habits of slackness and carelessness which will follow him all the days of his life.

It is true that in many of our schools there has been a great improvement in this respect; but, as a general thing, it is in those schools where the parents have taken an interest in the matter.

We earnestly hope that the coming year will show a great improvement in the punctual and constant attendance of all the members of the schools.

Graded Schools.—The utility of Graded Schools seems obvious. We do not believe that the system is practically perfect, or can be made so. So long as minds differ in time and degree of development, circumstances or birth, and instinctive aspiration, so long will perfect classification and grading be an impossibility. Still, we thoroughly believe it is the best system yet devised, if judiciously applied.

The work of classification is one of great necessity, delicacy, and difficulty. It requires nice discrimination to judge of one's capacity, power of development and acquisitions. A great wrong may be committed to the mind of a child by promoting too fast, as well as too slow. It cannot be done by age, privilege, or by help at home; they are only modifying circumstances. It requires daily acquaintance, comparative judgment, and wisdom. The child is unfitted to decide, nor can parents do so. The matter is safest in the hands of a true teacher, subject to a committee of integrity and practical wisdom. A scholar who can answer the question in the book, just as the book has it, is not consequently ripe for promotion, any more than such an one farther along, who can say all the book says, and "do all the sums," is therefore fitted for a teacher. Mental capacity, strength, and comprehension are essential, as well as knowledge.

Grading must not be a hobby, nor must long rein be given to an aspiring, self-glorifying teacher, with which to make a show with a few brilliant scholars at the expense of a larger half, who are more worthy and sensible, but less ready and brilliant. The constant desire and effort should be to do the greatest good to the greatest number. Private Schools, with private funds, may do what they please; but Public School committees and Public School teachers, with public funds, are recreant to duty and philanthropy, if they practise or tolerate such partiality. Their calling is too sacred for such selfishness and cruelty.

EDUCATIONAL.—*The Gates' Fund.*—This consists of money, given by Messrs. Silas and Abraham Gates, father and son, natives and residents of this town, to endow the Academy, called in honor of them, "The Gates Academy," the yearly interest of which was to go to the principal of the same as a part of his salary. When it became necessary by the law of the Commonwealth, to establish and support a High School, as it was evident both could not be rightly sustained, the trustees proposed, the heirs generously consenting, to turn the use of their building and the yearly interest of the fund, to its support for the time being.

It was accepted, and the principal, Mr. O. W. Albee, was employed as teacher. This arrangement continued till the winter term of 1860, when the old Academy building, which was owned by proprietors, having been sold and removed, the principal resigning, the new building completed, the school went into operation as at present situated. The heirs-at-law, Mr. and Mrs. S. R. Phelps, considering it in accordance with the spirit of the donors, relinquished their claim in behalf of free-school privilege for their fellow-citizens. The trustees, by power from the court, turned over their trust to the authorities of the town, they by a vote accepting the same. Thus the town hold in trust forever two thousand dollars, known as "The Gates Fund," the interest of which is annually to be paid for teaching in the High School. This should be yearly recognized and reported. It is

now invested in the town bonds, running twenty years. Such gifts for charities and the public good, should be carefully preserved, diligently applied, and the donors remembered with gratitude and veneration.

In consideration of this relinquishment of their right, by the heirs, at a meeting called in April, 1861—

Voted, “That the town appropriate the interest of one thousand dollars annually, for ten years, next ensuing, for purchasing, by the superintending school committee, apparatus and other things necessary to illustrate the sciences taught in the High School, said apparatus to be known as ‘The Gates Fund Apparatus.’”

As the change of teachers has been so frequent, the school so fluctuating, and the times making such an unprecedented demand for money, and other reasons, the committee have not thought best to move in this matter till this last half year.

Mr. Ingersol seemed to be permanent, and took hold of the matter with a zeal and intelligence that made it evident the right time had come. Consequently, we made a beginning by appropriating \$365 for the purchasing of apparatus and fixtures, according to the above vote. The apparatus obtained is chiefly for illustrating pneumatics, electricity, etc. We had before appropriated \$50, for purchasing books of reference, such as gazetteers, an atlas, lexicons, an encyclopædia, etc., making in all \$415.

Thus a beginning has been made, the end of which must largely depend upon the generosity of the town. To make a tolerably complete cabinet of apparatus, as described by the vote, will require a large and frequent outlay.

Brigham Fund.—A great many years ago, a Mr. Brigham left a legacy to this town of some \$500. The interest of \$100 to be paid to the minister of the town for delivering a lecture annually upon the subject of “Education.” This was called “The Brigham Lecture.” The interest of the remainder was to support a term of school called “The Brigham School,” at the end of the winter term, in the centre of the town, in which was to be taught “reading, writing, and ciphering.” This was let out by receiving propositions from the several masters, from which a choice was made.

At first the school was very large, being open to all, and coming before farm work commenced. The attendance was very irregular, and as spring opened the large boys left to work. Being strangers to each other, and often with a stranger teacher, and frequently the older boys and girls having other objects in view than to learn, it was not a profitable affair, by any means, during the last part of its continuance, and the lecture was a form, and useless. The heirs being dead or scattered, the legislature gave power to the town to hold the legacy in trust, the interest of which was to

go to the support of the general schools, to be recognized as "The Brigham Fund." The present interest is \$24.13.

Eames Legacy—This consists of a wood-lot lying in what is called the Farm District, near the house of John T. K. Parmenter, containing about eleven acres. It was given by Mr. Stephen Eames, former proprietor of what is known as the Jonah Howe Farm, for the benefit of the Farm School, to cut wood therefrom for their fire. The wood on more than half the lot is the old first growth, which is fast growing poorer and falling down. The school requires about five cords per year, worth on the lot some three or four dollars per cord. We think there are two hundred cords of wood upon it, growing poorer every year. It is, to a large extent, dead property, in every sense, for it neither pays taxes nor is required, nor allowed to be used to any reasonable extent. Now, if any arrangements can be made with the heirs, or by authority from the courts, to sell and invest this property according to the spirit and desire of its liberal donor, and for its greater usefulness, it would seem to be wise, grateful, and a duty.

School Committee.—D. B. GOODALE, GEO. S. RAWSON, S. N. ALDRICH.

MELROSE.

The committee have noticed in examining the registers of the teachers, how much more frequently ladies visit the schools than gentlemen. We have no doubt it is the same in almost all other parts of the State. Without drawing the conclusion that one sex is more interested than the other in the work of education, the fact is certain, that women pay more attention to it than men. It is very well known, too, that from the nature of their other occupations, a large part of the members of school committees do not fulfil the duties of the office either to the extent which the law demands, or in a manner satisfactory to themselves. The committee are deeply impressed with the idea, that it would give a fresh impulse to Common School education, if one or more ladies were placed on every school committee. It can hardly be questioned that females are generally the best teachers of children. Their quickness of observation and their warm sympathy, enable them both to see and feel the needs of their pupils, and at the same time render them more capable of satisfying these needs. We do not intend to touch on the subject of women's rights. But, surely, while the far greater part of all the teachers in our schools are ladies, it cannot be carrying other ladies out of their proper sphere, to make them legal visitors of schools. The same qualities of comprehending and sympathizing with the feelings of the young, and the moral and spiritual force which make women good teachers, would surely render them good members of

school committees. It is not uncommon now for women to be postmasters and clerks in public offices. It cannot be questioned that they perform the duties of these situations as well as men.

Let the legislature pass a declaratory statute saying that a part, not exceeding half, of every school committee may be women, the result would be, that in a few years women would be found so useful in these bodies, that there would be scarcely a town in the State which would not secure their services. In the meantime the town is greatly indebted to those ladies who, without holding any official position, encourage and animate teachers and pupils by occasional visits.

School Committee.—S. E. SEWALL, T. W. CHADBOURN, J. B. RICHMOND, GEORGE N. NOYES, GEORGE A. MANSFIELD, GEORGE EMERSON, 2d.

NATICK.

Truancy and Absenteeism.—It will be recollected that the committee prepared some by-laws last year respecting truant and absentee children, which were adopted by the town and approved by the superior court, and that three truant officers were elected by the town to see that they were enforced. Those officers did their duty faithfully, and we believe it is in no small degree owing to their influence that a considerably larger proportion than usual of the children in town, between the ages of five and fifteen, have attended school during the past year. The knowledge that there were such officers has probably, in many cases, obviated the necessity of their interposition. In a town like this, where there are many uneducated parents, there is apt, naturally, to be more occasion for their services. We welcome their aid and co-operation in the great work of extending the benefits and increasing the usefulness of the schools.

Writing.—The committee have desired and sought to give special prominence to writing during the past year. Early in the year they adopted a series of writing books (Potter and Hammond's,) on a new and improved system, and accompanied by cards, to be hung up in every school-room, giving examples, for the guidance of scholars, of the proper mode of forming the various letters. In introducing them, the attention of teachers was called to them, and the wishes of the committee expressed in regard to an increased attention to that branch. In some of the schools,—not all,—judging from the appearance of the writing books, the same old vicious habit has been pursued; the writing books have been distributed once or twice a week, the scholars have written some twenty minutes or half an hour without instruction from the teacher, and without looking at the charts, when the books are again collected and returned to the teacher's desk, who does not examine them to point out defects or suggest improvements. This

is, in no proper sense, teaching writing. And, in point of fact, there are very few Public Schools where writing is really taught. We shall endeavor to see that it is more faithfully attended to in the year to come.

School Committee.—NATHAN RICE, J. B. FAIRBANKS, HORATIO ALGER.

NEWTON.

Discipline, Morals, Manners.—The discipline of the schools during the past year, with a few exceptional cases, has been worthy of commendation. And it has been secured, generally, by an appeal to the highest motives,—by earnest and kindly efforts on the part of the teachers, to awaken in their pupils a sense of propriety, and to draw them into sympathy with established order—corporal punishment having been rarely resorted to, and confined to extreme cases of incorrigibility. Believing that habits of order, whether in their application to bodily or mental action, are essential to any tolerable improvement, the committee have been anxious to establish in our schools a discipline, which while it claims unqualified respect for the majesty of law, yet recognizes, as far as possible, the republican principle of self-government, and aims to secure voluntary rather than enforced obedience. They would prefer to exclude all coercive measures from the school-room, leaving its order to establish itself as the result of a manifested interest and affection on the part of the teacher, and a sense of duty and reciprocal attachment on the part of the pupils. But this is hardly practicable so long as many of the pupils are so ill-governed, or not at all governed at home. Our schools are not composed on any “principle of selection.” They contain elements of every variety of home culture. And their highest interest, as well as the life-long welfare of some that compose them, would seem to demand that, when Christian love, and moral suasion, and long-suffering patience have proved unavailing, in the case of any offender against established order, inflexible law must intervene and employ its instruments of coercion. The school is a microcosm. It contains, in partial development, all the elements of larger and older communities, whose most indulgent members would hardly dispense with the coercive influence of penal laws. But whatever means are employed, the teacher should be careful lest he lower the moral tone of his school, by securing only a mere inert, passive conformity to his commands, rather than a cheerful and willing co-operation with his efforts in accomplishing the proposed end of the discipline.

In speaking of the moral tone of the school-room, the general subject of morality is at once suggested. But as this, as an important element of popular education, received some attention in their last report, the committee do not propose to enter upon the consideration of the abstract subject

now. They would merely advert to it here as a practical matter ; as an element that interfuses itself more or less into the instructions and daily life of our schools.

By the constitution and laws of the Commonwealth, all teachers are required, by precept and example, to inculcate upon their pupils the moral virtues ; yet from the relation sustained by the teacher to his pupils, involving authority on the one side and obedience on the other, his instructions, taking their color and tone from the Decalogue, naturally assume a negative character. Instead of establishing in the heart a principle, of which all the moral virtues should be the spontaneous outgrowth, their instructions necessarily take the character of admonitions and cautions against their opposite inhibited vices. And thus, often, without any fault of their own, instead of the interior substance, they may secure only an outward conformity. To tell the pupil that he must not take the name of the Lord in vain, that he must not bear false witness, or that he must not steal, is a very different thing from implanting in his heart a sacred reverence for God and truth, and a just regard for the rights of others. Too much of the morality of our time, in school and out of school, is a stiff, stern, outside matter, partaking more of the negative character of the law, than of the positive, spontaneous, and graceful character of the gospel.

In forming the moral characters of their pupils, then, teachers should aim at something positive, and should clothe the essential principle in the attractive garb of gentleness and courtesy. For if "cleanliness is next to godliness," good manners have a nearer fellowship with good morals. And in his enforcement of morals, the teacher should recognize this fellowship in the school-room, and out of it, indeed, to the very extent of his jurisdiction, —for the manners formed there will become the manners of the home and all the thoroughfares of life.

Notwithstanding the wider diffusion of intelligence among us, in point of manners, we fall far short of the less favored people of Europe. Our manner of address is brief, gruff, and hasty. Our "yes" and "no" are very short words, and if, by an unusual license, we add "sir" to them, that again is as short and crispy ; and our whole out-of-door intercourse is monosyllabic, brief, and ungracious. Something of this may be attributed to the very words of salutation with which we are provided by our language. But if so, then let there be a general prayer for the improvement of the language. But it is believed that the fault is not alone in the meagreness of our terminology, for whenever there is courtesy in the heart, it will find vent in some verbal expression and action. When a man in France meets an acquaintance in the street, he bids him, with apparent heartiness, "good morning," and finds time while he is saying it, to touch or take off his hat. It is a good and gracious commencement of the duties

of the day. There is something almost courtly—certainly entirely courteous in it. And what a contrast is there in the manner in which we often see men meet each other in the streets! They often pass each other without any recognition, or with the least possible exertion of the vocal organs, by saying, “morning,” which probably is elliptical for “good morning”—and this, perhaps, without even a touch of the hat or any corresponding expression of the body.

It is the remark of some one, that “the manners of life are the chief language of the affections. If that language be abrupt and harsh, there is danger that the affections may take their tone from it. Manners affect the mind. And the mind of an ill-bred people is likely, at length, to become coarse and degraded. There is a morality in street salutations. And it cannot be doubted that a man of harsh and repulsive demeanor may give more pain as he passes through the street to his home, than he could give pleasure or do good, if, when he arrived there, he should distribute the most liberal alms.”

It is to be feared that in the rush and hurry after the tangible prizes of life, which is so marked a feature of the present time, the manners of our people are becoming less courteous. It would certainly seem so, when contrasted with the graceful “manners of the old school” which flourished in the early part of the present century. Yet this national defect, lying, as it is believed it does, mostly upon the surface, is not without remedy. It cannot be that republican institutions are always to be found hostile to the gracefulness and refinement of life. And yet much is to be done and taught among us. Our homes must begin the work upon the plastic materials which the All-wise Provider has bestowed to be wrought by parental affection and Christian nurture, not only into agencies of strength and activity, but also into “polished pillars” of grace and beauty.

And our schools must furnish their every-day lessons to train the young to habits of order, to implant within them true principles of action, and to fit them to be exemplars of graceful manners and Christian courtesy, in the relations of life.

In Memoriam.—In closing this report, the committee cannot forbear to record a brief notice of him who for so many years has stood at its head and imparted so large a share of wisdom to its councils, and of vitality and efficiency to its action. During the whole time of his residence in town, he identified himself with all the strength of his mind, and with the full fervor of his heart, with the cause of popular education. Finding the schools in an imperfect condition, he labored with a most unselfish spirit, and, at first, under the discouragement of much opposition, to bring them up to his more perfect ideal of what a Common School should be.

And now, in large part, through his organizing ability and remarkable skill in subsidizing suitable agencies to accomplish his noble purpose, the

schools, at the present time, have become a nobler monument to his memory, than any memorial that the most lavish munificence could rear over his tomb. His name, though unrecorded on tablets of brass or stone, lives embalmed in the hearts of thousands, who have received instruction and incitement from his wise counsels and luminous example, and borne out into the world with them something of his determination to make it better.

But not only in connection with popular education was his beneficence manifested. Possessing great versatility of talent, almost every variety of demand was made upon his services.

As a citizen, he shared largely in the popular favor, and exercised a commanding influence. Though innately modest and self-distrusting, his sense of duty forced him into action. The general confidence reposed in his wise judgment and clear perception of the relations of common life, made him the familiar counsellor of all, and furnished him with daily opportunities for affording counsel and sympathy as well as substantial assistance, in reconciling the difficulties, healing the wounds, and removing the poverty of the "common life our nature breeds."

As a friend, he proved himself worthy of all confidence. Without guile or disguise, he strongly attached to himself all who sought his fellowship, and gave back, in reciprocal attachment, even more freely than he received. He made no one a stranger to his thoughts. Whom he loved the most, he was most free to admonish of faults and foibles. He thought not to find a friend, who had not first found a friend in him. And when he had once given his confidence, his friendship burned with a steady, unchanging flame.

As a physician, he will be lamented in proportion to the great confidence reposed in him. His presence in the sick chamber was a benediction. With a heart full of sympathy and tenderness, he approached the couch of pain and anguish, and administered alike to the diseased body and the often no less diseased mind. And multitudes will cherish him in their hearts as the "beloved physician," who, in imitation of the Great Physician, "went about doing good."

As a Christian, he was without reproach. Embracing a faith which has few traditional supports, he strove to give it practical sway in all the walks of life. From this faith sprang all his works of beneficence, and all his tender ministrations. It sustained him in the dying hour, and filled him with hope and the fore-gleams of immortality.

In the midst of life's duties, and in the vigor of manhood, he has been stricken down. At first thought, and with our present sense of bereavement, his death may seem premature. But it is not so. We live in deeds, not in years. He most lives who thinks the most, feels the noblest, and acts the best. Our friend lived a well-rounded, completed life. He, more than most men, however old, fulfilled his destiny, and exemplified the truth, that,

“That life is long which answers life's great end.”

With this view and appreciation of the life and character of our late associate, the committee have adopted the following Resolutions, and ordered them to be appended to this report.

Resolutions.—Resolved, That in the sudden death of Doctor HENRY BIGELOW, we have sustained an irreparable loss. While we bow in humble submission to the Supreme Will which has ordered this event, we cannot but deeply deplore our great bereavement.

As a member of this board for eighteen years, and over, which for the last fifteen years he has presided with uniform urbanity and entire impartiality, he has constantly and efficiently aided us, by his sagacity, sound judgment, wise counsels, and prompt action.

Living neither behind this progressive age, nor before it, he perceived the exigencies of the *living present*, and exerted all his great power in giving wise direction and impulse to every measure which aimed at the improvement of society. In the great cause of education, he held a prominent place. Monuments to his memory, of his own rearing, are all around us. Our noble school-houses, and our nobler schools, are proud memorials of his earnest and judicious labors. The tears that came unbidden to a thousand eyes in the school-rooms, when his death was announced, are his silent eulogy.

Endowed with more than ordinary powers of mind, improved by liberal culture, not only in his chosen profession, but by large and various knowledge, with a great heart beating with love to God and love to man, eminently unselfish and unambitious, he went about doing good. From his ascending chariot may his mantle fall on us.

Resolved, In the profound grief of his family, so suddenly bereaved of their loved and honored head, we tender them our warmest sympathies, and pray that they may receive all needed support and consolation from the same Divine Hand and Heart of Love, which guided him in all his life, and sustained him in death.

Resolved, That the secretary of this board be requested to present a copy of these Resolutions to the family of the deceased.

For the Committee.—WASHINGTON GILBERT.

PEPPERELL.

In monarchical governments the heir-apparent to the throne is educated with special care and reference to the ruling of the nation he is to govern. Our government is a combination of all for the good of all. On this principle all are of equal rank,—the sceptre of power is with the people, and they must have large intelligence to wield that power wisely, and for the good of all. Look upon the school. Here are the legislators, the executives and the jurists of a future day, and here are they who are to elect them. Upon us rests the responsibility of preparing them for their work. How much is involved in the result!

Cherish then our Free Schools. Strive that their privileges may be enjoyed by all. Let not partisan feelings touch them. Let action which

regards their welfare be deliberate and intelligent. See that their teachers are imbued with the importance of their work, and with that spirit which ought to actuate them in their responsible trust. Fellow-citizens, the welfare of our schools is really in your hands. Committees and teachers are but the agents; the principal is the citizen. Let our children be taught in the intellectual and the moral; to love their country and their fellow-men, and to reverence Him who rules and governs all. The memory of our fathers who have established these our loved and cherished institutions, and the blood of our friends whose vacant places so sadly remind us of how vast was the sacrifice made to defend them, call upon us to faithfully and unwaveringly maintain and perpetuate them.

School Committee.—LEVI WALLACE, A. J. SAUNDERS, C. W. BELLOWES.

SOUTH READING.

There is a mistaken idea with some people, that nobody but themselves has a right to control their children or to dictate a course for them to pursue, that no one has a right to say that they must attend school punctually, or oblige them to take up a particular course of study while there. One argues thus: "Who has a greater interest in my children than I have? If I keep them at home occasionally, or even frequently, or if they are late at school, or are requested to be dismissed before the close of it, it is because I have need of their services, and who has a right to deprive me of those services?" There is a rule of universal application which should decide in this matter. "Whatsoever ye would that men should do you, do ye even so to them." As we would be unwilling for others to perform any act to the injury of the school where our children were in attendance, so we are taught by the "golden rule," to refrain from every act detrimental to the schools in which others are interested. If we lived alone we might have everything our own way, but mingling in society and seeking protection from others, we merge some of our individual rights in a common cause; and laws are framed for the public as well as individual good; and whatever is best for the community as a whole, must be acquiesced in by the separate members of that community. So it is in regard to education. The statutes give the general control of the schools to the superintending committees of the several cities and towns in the Commonwealth. The rules which they make for the government of those schools, are dictated by their best judgment, and are the result of experience. They are designed for all the pupils and for the best good of all. They operate impartially, justly. They can easily be obeyed, and they should be, even at the sacrifice of a little convenience. Some people find it inconvenient to pay their taxes, but they are seldom excused on that account. Children not properly restrained at home, find it unpleasant sometimes to meet the require-

ments of the school-room. They come in collision with wholesome laws, and either they or the laws must yield. Enforcing the penalty for a violation of the rules, subjects the committee to censure for making them, and the teacher for executing them. The "willing and obedient" complain not of rules as unjust and arbitrary, but accept them as made in wisdom, and seek most to know how they can honor them by an observance.

Too great care cannot be exercised to guard the daily walks of children when not in their homes or in school. Many well-taught children, the pride of their parents, innocent in words and thoughts, come in contact with those in the street, whose very breath is contamination. There is a class of boys that lounge about the streets, and lead virtuous lads astray. They are to be found at the corners of the streets or on the side-walks, as children are on their way to school, whom they tempt to truancy by a game of marbles, or the like. When school closes they are still at their games, and induce a throng to join them. If parents, without being observed, could listen to the conversation of such a gathering, their ears would be pained with excited, vulgar, and sometimes very profane language. Such groups are found especially on days when the schools are not in session, and children are among them who are carefully taught at home. "We do not play in earnest," they sometimes reply to those who question them, but one would think they were in earnest to hear their loud talk, their angry disputes, and often wicked words. Parents should know where their children are through the day and evening, when not at school, and see that they avoid public places where people, old and young, congregate to hear or tell some new and strange thing. If children leave their homes in the morning, spend the day in the streets, and are under the paternal roof principally to eat and sleep, it will require no prophet's knowledge to foretell their end. Street education is a kind that one can receive too much of, for the more he attains the nearer ruin he is.

A city missionary visited an unhappy young man in jail, waiting his trial for a state prison crime. "Sir," said the prisoner, tears running down his cheeks, "I had a good home education; it was my street education that ruined me. I used to slip out of the house and go off with the boys in the street. In the street I learned to lounge; in the street I learned to swear; in the street I learned to smoke; in the street I learned to gamble; in the street I learned to pilfer. O, sir, it is in the street the devil lurks to work the ruin of the young."

Let boys beware of a street education; and much of it can be avoided if parents will strive to make a pleasant home for their children, and exercise authority strong enough to keep them from the dangerous influences of street society.

School Committee.—EDWARD MANSFIELD, E. A. UPTON, EVERETT HART, C. W. EATON, CHARLES R. BLISS, GEORGE BULLEN.

STONEHAM.

Whether the languages as taught in our High Schools at present, should not yield at least a portion of the time given to them in order to make the natural sciences more prominent, is a question among educators just now. Of course, there are two sides to this question, and each side has its earnest advocates. Neither party pretends that all wisdom dwells on their side of the house. No one says that the study of the languages is without profit, or that the natural sciences contribute nothing to a child's education. It has been our aim to raise into more prominence the natural sciences, and not to lower the standard of the languages. The former studies have been but poorly taught in the High School heretofore, partly owing to a want of sufficient apparatus.

We hear the question started by persons whose means of education were more limited than are those afforded to the present generation,—“What good does it do to study Latin in our schools, especially for those to study it who do not contemplate going to college?”

We feel disposed to give some attention to this inquiry, because in many instances it comes from an honest conviction of the inutility of the study, and not from a desire to underrate it, because the individual himself has got along well enough in life without ever looking into a Latin grammar.

There is a great mi-take, very prevalent in the community, respecting *what education is*. Sometimes we are able to define a thing by negatives, and we therefore say that educating a mind is not like pouring water into a jug, or dropping apples into a barrel. The mere acquisition of facts resembles these operations. When one labors in the thought that storing facts away in the memory is education, he cultivates but a small portion of the domain of mind, merely the faculty of retaining and recalling the past. We speak of educating the hand. The pianist and the organist must educate his hand; and every one knows that if excellence is attained, it comes only after long and patient practice. The hand of the surgeon, especially of the one who operates on the eye, must be an educated hand. The hand of the watchmaker must be an educated one, or it could never file and fit the delicate little things about that instrument. The hand gets these various kinds of education by exercising itself in the way in which it is proposed to operate. It has to go through a preparatory course of schooling. In this preparatory course, we do not regard so much *what* it does, as *how* it does its work; not, how much it earns, but what skill it is constantly gaining.

Here is the mind of the child to be educated, of more importance in the economy of nature than hand, foot, tongue, ear, or eye, inasmuch as it is to direct in all efforts to improve these organs. The mind is to be educated for the work of life, and the child must have the various powers of the

mind not only developed so as to be capable of active force, but those powers must be obedient to the will. Without this the mind can never work with energy and effect. Until this command is attained by the will over all the faculties, our mental powers remain undisciplined and almost useless. If this power of subjecting all our mental powers to the control of the will be not attained in youth, it is not likely to be gained at all. The season of youth is the most suitable time for the attainment. Whatever methods may be adopted, it is evident there must be system. Experience proves the great advantage of assigning to the child certain appropriate lessons to be learned thoroughly and at stated periods. The attention must be directed earnestly to some subject, and when this is continued with fidelity for the period usually assigned to the "school-days" of one's life, the power of the will to command the other faculties to work in any particular direction, is attained by habit. But to acquire habits of earnest and continued attention is not the work of a term, or of a year of study. There is, undoubtedly, some original difference in the quality of minds, but the surprising contrast in the exhibitions of mental power among men is not attributable so much to natural differences as to the cultivation and development of those qualities of mind which are the common inheritance of all the human race.

The mind soon becomes familiar with that knowledge which the practical duties of life require us to know,—our every-day work. Reading, spelling, writing, simple arithmetical calculations, the keeping of books of accounts,—the common uses of knowledge in our every-day life,—soon cease to tax the mind. Something beyond the rudiments is required to fit the mind to grapple with some of the many hard problems of life which sometimes surprise us by their sudden and unexpected appearance. It is unquestionably within the range of possibilities for a man to eat, drink, work, sleep, and clothe himself decently ; to heap up wealth in a pile so high as to shut entirely out of view the poor-house both for himself and for "his heirs and assigns," and to gain that empty deference which is always given to riches ; to pass comfortably down the vista of years to his threescore and ten, without ever having entertained a dozen original thoughts, unconnected with the policy of making money, in all his life. But every one must see that such a mind is necessarily contracted within very small limits, and the range of intellectual enjoyments for such a human being is also small.

If, then, the mind is to be disciplined, enlarged, those studies must be pursued which compel earnest, continued mental effort. As a means of discipline of the mind, the study of Latin is of great value. It calls into active exercise more faculties than almost any other study. It requires more than a recollection of the meanings of words. It appeals to the reason, to common sense. Out of elements of sentences which may at first

view appear to be thrown together in chaotic confusion, the student is required to erect a structure that shall have foundations and true proportions and symmetry. He is constantly required to direct his attention to the structure of sentences, and to the minute shades of meaning belonging to the words of the language he is learning and to the words of his native language by which those meanings are expressed. Does any one fail to see that in this way one is gaining an exact knowledge of his own language? Much of our English is derived from a Latin origin. When, therefore, a student is well versed in Latin, he has the foundation laid for a thorough knowledge of those English words transferred from this vast storehouse of words, from which for so many centuries other languages besides our mother-tongue, have drawn their supplies.

So much do we have to do with language, expressing our thoughts in words, learning the thoughts of others by their written or spoken words, that the study of language must always be deemed of prime importance in any system of education, when we mean education that is worthy to be called such. We believe the study of Latin is desirable, over and above the consideration of the discipline of mind acquired thereby. If a child were to be put to the work of understanding only the English language in its elements and construction, the most effectual way to accomplish this would be to put the Latin Grammar into his hands. The Latin Grammar is unsurpassed for containing in the most concise and logical form those principles which underlie the construction of all languages. Once thoroughly mastered, the student has but to apply those principles to whatever language, to say the least, that bears the relation to the Latin of child to parent, in order to comprehend readily its structure and nature.

There are a great many things which cannot be thoroughly understood until we go back a little and see how they originated. To understand readily the difference between bituminous and anthracite coal, one may well consider the different forces to which nature has subjected them. It is also presumed that to enable one to judge accurately of the qualities of a shoe, some knowledge of the qualities of the original hide from which the leather has been made, and the various manipulations it has undergone before it becomes fit to be worked up, would be of advantage. No one questions that a full understanding of the various qualities of iron would assist one to know the remarkable characteristics of steel. What was the character of the language from which ours has borrowed so large a stock of words, and what significance did those words have in the original; what force, what strength, what beauty, what sublimity did they express,—these are most appropriate subjects to be considered, and will aid one to comprehend better the same characteristics of our English words. Again, the close relationship of the words of a language can never be learned so readily as by tracing them to their origin. There is a connection between

the present signification of all words derived from any other language and the meaning of the original word. When one knows the original word, he gets hold of the chain which binds together all the derivatives from it. How extensive may be the advantage from this source is illustrated by an example of following Latin words down into English, furnished us by a student in Latin in a High School in Essex County. The principal informs us that the scholar traced out more than *eight hundred* words in our English language, deriving their origin wholly or in part from a *single* Latin word. All this number of branches, branchlets, and twigs, took their origin from a single root.

The propriety of the study of Latin in our High Schools might also be argued, from the obligation which the Commonwealth imposes upon towns deemed to be able to support such schools. The statute requires that every town containing five hundred families or householders, (ours contains seven hundred and twenty-six families,) shall maintain a school to be kept by a master of competent ability, ten months in each year, and instruction shall be given in Latin in such school. It is safe to conform to the letter, the spirit, and meaning of that law, and unwise to depart therefrom, in our estimation.

We have thus far noticed but one of the studies to which objection is sometimes made. When the objection is founded on the alleged want of practicalness of the study, we reply that our system of education does not proceed on the principle of learning in the school-room just the exercises which the scholars will have in their various avocations in mature life. If it were so, the apparatus of the school would have to be sewing machines, shoe benches, cooking stoves, ploughs and harrows, and the books of reference might, perhaps, be a receipt book for cooking, some work on book-keeping, "business arithmetic," (not so large as the shorter catechism,) and the complete letter-writer. In such a course, Latin would have no place, because it is a *dead* language; and we learn from a high source that "dead ducks" are not the game to waste your ammunition upon. The French language, being a living one, might, in such a system as we are describing, receive sufficient attention to justify the study of a diminutive tract, sold tremendously cheap and warranted to give one a thorough knowledge of French in six easy lessons! But seriously, the fact that our scholars, when they grow up to be men and women, will not have to employ in the daily business of life any application of the principles they have learned in algebra, geometry, trigonometry, astronomy, physical geography, Latin, or French, is not sufficient to prove that these studies are of secondary importance. There is a downright practical good in *knowing* some things outside of our own limited sphere of labor, and there is a much greater practical good in having the mind so disciplined that it can concentrate all its faculties on any subject at the command of the will, and continue the struggle

until the problem is solved. For precision in reasoning nothing is better than geometry and the mathematics generally. Astronomy opens to the mind a broad field of knowledge, well calculated to elevate the thoughts. Chemistry "holds question" with the material elements, separating the thousand combinations of matter, throwing a flood of light upon dark subjects, and finding out facts which no science has yet been able to explain—some of nature's mysteries. Intellectual philosophy treats of mind, its capacities, the way it operates, how the various faculties may be improved, while physiology informs us of what our bodies are composed, of all the complicated machinery of bones, muscles, fibres, nerves, arteries, and veins; their uses, their growth, and their decay. We believe these and all the other studies prescribed for our High School are worthy of all the attention they receive.

Music and Gymnastics.—It is too late for any man to say that singing by the pupils of a school is unprofitable. Little children especially need recreation, relaxation; and they find it most pleasantly in singing. To study with profit, one should be cheerful; the mind should not be weighed down by melancholy or ill-humor. In the ordinary school studies, children find many occasions of vexation, things that puzzle the brain. The confinement to the room during the prescribed school hours is irksome. The humane teacher will, as soon as he detects this state of mind in his school, contrive some way to remove it. If the singing exercise cannot be shared in by all the scholars, resort may be had to the gymnastic exercise wherein all who have the use of arms, hands, and feet may join. Experience in all our schools has proved the efficacy of both these methods to drive away dulness and introduce vigor and spirit instead. But music cannot be so presented as to bring out its peculiar advantages and beauties until it is *taught*. We now have merely a few songs and tunes learned by rote, a great deal better than nothing, it is admitted. Would it not be well to have a competent teacher of music employed to give about two lessons a week of forty minutes' length each, in the High and each of the Intermediate Schools. In this way, many voices would be brought out which are now silent during the singing in school. A thorough drill in the elements would establish these *shy voices* on their proper basis. An experienced teacher says: "In respect to moral training and discipline, I regard music or singing in school as invaluable. Nothing so quickly relaxes the mind, and frees it from bad feelings and discouragements which the daily studies engender. It relieves the teacher, too, to join in a cheerful song, bodily as well as mentally. A teacher who sings often will not often scold. I believe he can expend much of his overwrought nervousness in this way; and instead of sharp tones piercing the heart, his words will fall in soft and gentle accents. Song always draws closer its participants, and love goes

with it; and in the song exercise, if ever, there will be happiness in the school-room."

But, besides this influence on the discipline and the moral training, music, if it be taught in its elementary principles, has a most important bearing on reading. Every one must admit the close relation of "tones and words, song and speech, music and elocution." Reading cannot be taught so well as by him who understands *and applies* the principles applicable to expressing emotions by the voice. This is peculiarly the work of the teacher of music. Why should not the school teacher also, aim as high? It certainly is not because, in reading, the voice is incapable of expressing deep emotions.

School Committee.—LYMAN DIKE, R. R. DANFORTH, LUTHER HILL, M. L. MORSE, FRANCIS HAY, L. S. ROWE.

SUDBURY.

There is, at present, a scarcity of good teachers, and the reason is perfectly obvious. After a young lady has accomplished all which is taught in most of our Common Schools, and as it is there taught, it requires several years of time and the expenditure of several hundred dollars of money to obtain the further necessary qualifications for a teacher; and then her compensation, in our country schools, is less than is received by the female operatives in our shops and factories, so that one just leaving a District School, in deciding her future course, would readily perceive that the difference would be very great, in a financial point of view, between a two years' course at a "Normal School," or some equivalent institution, and employment which would be more lucrative than teaching, and that almost immediately. Those of limited means, therefore, rarely choose the former course; and we are limited to a comparatively small number from whom to make our selections, the larger part of whom are without experience and some of whom intend to teach but a few terms, during which, even if successful, their services are far less valuable than they might afterwards become; and the success of an inexperienced teacher, for the first one or two terms, is very rarely what should satisfy a committee or community as a permanent result.

Superintendent.—CHARLES THOMPSON.

TEWKSBURY.

School-Houses.—An important condition of a good school is a good school-house. We plead for no gorgeous edifice, no palatial structure, no pomp and parade of architecture, unsuited to our rural life. On the other hand, we do protest against such rude, unsightly, ill-constructed, uncom-

fortable school-pens, as render good order and the highest success in school utterly impracticable, and put in jeopardy the health of our children. It should not be forgotten that, to say nothing of other diseases, one-fourth of the cases of consumption, that fearful scourge in New England, are reckoned to have had their origin in the school-room.

Be it that these old school-houses did answer for their day. So the heavy, awkward muskets and ploughs of our ancestors, and the stone hatchets of the North American savages, sufficed for their times. And as well might we now use those old muskets in war, and those old ploughs in agriculture, and those old hatchets in our mechanical pursuits, as use those old school-houses for the education of our children, because they did answer for former generations.

It is, indeed, true that the kind of teacher in the room is of more importance than the room itself. A good school-house, however it may facilitate the work of education, cannot supply the place of skill and effort on the part of the teacher, or of brain and application on the part of the pupil. But, as a poor shop will hinder a workman, so it is plain that a poor school-house, destitute of comeliness and comfort, of inconvenient size and structure, unhealthful in arrangement, cold in winter and unpleasant at all seasons, must hinder the due progress of a school. As well think of carving a nice statue with an axe, or painting a delicate portrait with a white-wash brush, as securing a first-class school in a fifth-rate school-room. The money appropriated for education is appropriated for too important a purpose to be wasted to any extent upon poor school-houses.

Thoroughness of Instruction.—We are prone to forget that the quality of learning is of far more importance than the quantity. In education, as in other departments of life, the thing of chief consequence is not so much the mere doing of a thing as the doing it well. It is vastly better for scholars to be taught to read one page well, than to blunder along over a dozen pages; to fairly master one arithmetic, than to have an imperfect acquaintance with a score of them; to obtain a thorough acquaintance with the common branches of education, than a mere smattering of both the common and the higher. Progress in books is not always progress in true learning. One may go ahead, so far as books are concerned, and yet make no real advancement in education. To put back a child who has gone on faster than he could do it understandingly, is the best way to put him forward. But there would be less occasion for scholars to commence, as has been so often the case, at the beginning of their text-books with the beginning of a term, were not the practice so common of going through them without half learning them. The most expeditious, as well as most effectual way of obtaining a good education is, for children to make sure of what they learn as fast as they learn it.

School Committee.—RICHARD TOLMAN, GEORGE PILLSBURY, JOSHUA FRENCH.

WAYLAND.

State Fund.—This is paid into the town treasury, subject to the order of the school committee, who are required to apply it according to their best judgment for the benefit of the schools. They are authorized to use one-fourth of it to furnish the school-rooms with apparatus, reference books and outline maps. Portions of it may be taken to equalize the benefits of the school-system. Sometimes, for temporary or local reasons, a good deal more must be paid for board in one district than in another, and a very few dollars will save a school from being broken up without a full term and a fair examination. Most of the State fund, while the schools have been under our charge, has been divided among all the schools under the same rule of distribution which the town adopts. But we have taken portions of it for maps and reference books, and in some cases to save schools from broken terms, and have been surprised sometimes to see how much a few dollars will accomplish in this way.

We supplied the school-room of the South Grammar School with Worcester's new and large dictionary. The old dictionary was worn out. Two years ago, we found that this school, while making excellent progress, was coming short, and we applied \$5.72 from the State fund, and thereby saved it from a broken term. Last year, we applied \$1.50 for the same purpose. Last spring its teacher asked us to help her supply the school-room with outline maps. We knew with what good results they would be used under her skilful hand and we applied \$7 for this object; and the beautiful maps which now adorn the school-room, imparting, as we have already stated, a fresh interest to the study of geography, show how judiciously the little sum was used. Last year, as our report shows, we applied from the State fund \$5 to the Rutter School, saving it from a broken term. We applied \$5 to the Centre Grammar School for the same purpose. No other school needed this, as they had full terms without it. We supplied the Centre Primary School with a small dictionary, which cost \$1.50. Two years ago, we supplied the North School with Worcester's large quarto dictionary, by appropriating \$6.50 from the State fund. The following summary will show the amount of these appropriations for the last three years, and it includes all which thus far has ever been made from the State fund:—

For the South Grammar School, in all,	\$20 72
the Centre Grammar,	5 00
the Rutter,	5 00
the North,	6 50
the Centre Primary,	1 50

We earnestly recommend to our successors to follow out, as we have done, the wise suggestions of the Secretary of the Board of Education and

the intent of the law, that the schools throughout the town may be furnished with the requisite equipment, when they are sure it can be efficiently used, that the school terms be equalized as justly as possible, and especially if schools are doing well not to suffer them to be broken up when a small extra appropriation can prevent the evil. The South School a few years ago was behind the others. Now its grammar department is in advance of all the rest. We have appropriated more to the South School than to any other, because its school terms have generally fallen short and because an excellent opportunity offered to begin with furnishing its school-room. The manifest good accomplished shows that the plan should be carried out everywhere, as occasion may require. There has been less occasion to apply anything in this way to the Centre School, because it has the maps of the High School-room and because its terms have been uniformly prolonged by private bounty.

School Committee.—EDMUND H. SEARS, JOHN N. SHERMAN, HENRY BULLARD.

WINCHESTER.

But no arrangement can ever do away with the necessity for warm and constant interest on the part of parents. In vain will teachers labor, and committees visit and consult, unless the home lends its hearty co-operation; unless the children are questioned, encouraged, and in every way helped by their parents; unless the teacher feels from the homes of the little ones under her charge a kindly and steady support. The children should feel that their parents consider diligence and cheerful obedience in school the most important business of their children. They should know that they cannot count on any encouragement in laziness, tardiness, disobedience, or a spirit of fault-finding.

We wish it were in our power to impress on every parent the evil which is often inflicted on our schools by a few hasty words of unfavorable comment on a teacher,—dropped from the lips of father or mother in the hearing of the children. There is probably not one of our schools which does not suffer seriously, every term, from this cause. Children repeat to their playmates such ill-considered criticism, with the exaggeration natural to childhood, and it works like baneful leaven, to breed, first a spirit of fault-finding, and then of insubordination. There is, at best, much that is laborious and perplexing in the work of every teacher, and it is hard to have the friction of the school machine increased by those whose forbearance and kindly judgment might so smooth and ease it. If the supposed difficulty is slight, it will probably correct itself in time. Schools and teachers will certainly not attain to perfection sooner than homes and parents. "Offences" there must needs be, while schools are taught by men and women like ourselves; and if these are discussed in open family conclave

they will inevitably be magnified. If the supposed difficulty is serious, an opinion in regard to it should scarcely be formed on the testimony of a child. One or several visits to the school, with a view to understanding the teacher's plans, as well as the children's notions, may at once clear up the doubt, and give the visitor many new ideas in relation to school teaching and its difficulties. Such visits will soon convince one that school rules must be general in their application; that exceptions cannot be made in favor of one child without being expected by all; and that it is of great importance to the well-being of a school, that every child should come early, and stay through the entire session. If the difficulty still remains, as it sometimes must, (while fallible teachers and committees are employed,) and if the parent and teacher can come to no good understanding it is very desirable that an appeal should at once be made to the committee, before the matter is discussed and distorted in many mouths, and an impartial investigation and decision is made difficult.

School Committee.—FREDERICK WINSOR, CHARLES PRESSEY, HENRY HINCKLEY.

WOBURN.

The point we aim to establish is, that instructors and books in the school-room are to be regarded as *helps* only to the knowledge of God and the works of God; the development of the intellectual powers, the cultivation of taste, the moral affections, the law of conscience. The utmost that can be accomplished by any system of training, and in the longest period allotted to teachers, is only the small beginning of education. It is well, indeed, if such a beginning be made, if such a direction be given to the character and habits of the young as shall prepare them to appreciate the beautiful and sublime in nature, the pure and elevated in literature, and the true and upright and good in maxims, and principles, and actions; to love a flower, a tree, a bird; to thrill with a strange and indescribable pleasure in gazing on a cloud, gorgeous and rich in all the splendors of reflected sunlight, or black with the fury of the tempest, and rent with lightning; and still more, to see only beauty in goodness, though barefoot and alone, and only deformity in vice, though riding in a gilded chariot amid the admiration of a multitude.

To a child thus trained, all the world ministers continual delight, and all things help to carry forward the great process of education, so happily commenced, the formation of a well-balanced character, comprehending in its fair proportions, "whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report." That a taste for the beautiful in nature and art, and the refined in literature, is a preserva-

tive from sensual and vicious indulgence, no argument is required to prove. This is hardly more than the converse of the proposition in the child's hymn,

"For Satan finds some mischief still
For idle hands to do."

Neither do we supersede Christianity, or diminish its importance, in claiming that there is a directly elevating tendency in cultivated tastes and literary pursuits. Nay, we affirm that Christianity itself purifies and ennobles the character partly through its direct and powerful tendency to enlarge the intellect, and refine and elevate the taste. This is in no wise inconsistent with the fact, which is the basis of the statute requiring the daily reading of the Bible in our Public Schools, that Christianity exerts its power mainly through the conscience and moral affections. It were strange, indeed, if the highest ideals of moral beauty, and the nearest conformity to these ideals, were not closely allied to the highest excellence in all those attributes of human character, which, however beautiful, must be held to be strictly subordinate to moral qualities. No other book exhibits such high appreciation of whatever is picturesque or grand in nature as the Bible; no other book contains such exquisitely beautiful allusions to whatever is fitted to excite admiration and please the taste, in field and forest, in air and earth and sea. There is no inspiration of genius, no brilliancy of language, or power of description; no tenderness, pathos, energy, simplicity, in poetry and eloquence, such as the old Hebrew prophets left us. Shakspeare and Milton are immeasurably inferior, in all which constitutes their glory, to David and Job; while the eloquence of Ezekiel, and Isaiah, and Moses, and John, whether for elegance or force, whether for argument, persuasion, or invective, leaves all the orators of ancient and modern times far behind.

There is no monopoly in refined and elegant culture, no caste in science and literature and art. The world of beauty and magnificence is open to all, the treasures of learning, in our country at least, are the birthright of all. We would not persuade every school-boy that he can be President of the United States, or even a member of the State legislature. Neither would we have our young ladies think that the honors of the High School must of necessity separate them from the industrial ranks, or disqualify them to be the wives of tradesmen, farmers and mechanics. Our school system is a failure as relates to one of its main objects, if it does not ally the dignity of knowledge, and the luxury of refinement, and cultivated taste with the common pursuits of life. If our young ladies who excel in scholarship have a talent for teaching, or as contributors to periodical literature, let them use it if they are so disposed. But let them not feel as if the years spent at school were wasted, or that a blight has fallen upon them because they find a livelihood in a school of design, or in the making

of dresses, or sale of goods, or (we would very much like to say,) in household employments. The daughters of eminent German professors, themselves accomplished in polite literature and solid learning, are not ashamed to receive the morning call of a stranger with a bunch of keys at their side, the badge of their domestic occupations and honors. Richard Cobden thought it not derogatory to his parliamentary dignity to employ his skill in designing patterns for ladies' muslin dresses. When there shall be such a combination of intelligence with the every day pursuits of life, as our Common School system contemplates, ladies' dresses will be better made, horses will be better shod, housekeeping matters will be more skilfully managed, and all labor will be honorable.

The amount of Study which should be required of the Pupils each day.—Your committee believe this subject to be of the very highest importance, with reference to the health of the rising generation, and not less as regards the most successful mental training and largest ultimate intelligence. The most valuable trees, whether for strength or beauty, are of the slowest growth. If the oak and pine could be forced in five years to a magnitude ordinarily reached in fifty, no one would care to trust himself to a ship whose ribs and masts were supplied from such hot-house productions. Our children receive their school education at the same time they are developing physically into manhood and womanhood. That any confinement in school-rooms, or application to lessons which impairs, in the smallest degree, the development and vigor of the body, is a grievous mistake, no one will doubt. The only point in question is the proper amount of study to be required each day. In the judgment of your committee, this is a point not very easily decided; and what they propose in these remarks is, not so much to decide it, as to call attention to it. They believe that the highest medical skill should be brought to the discussion of the question; and they are most happy to observe, that in Boston and elsewhere, it has been receiving attention now for a considerable time past. Some of the results of these medical investigations they take leave to present, and solicit for them the careful consideration of the fathers and mothers in Woburn.

It affords your committee much pleasure to know that this question, of such vital importance in its relation to education, has engaged the attention of the Medical Faculty in our own vicinity; the result being the following deeply interesting paper, originally published in the "Middlesex Journal," and which has also been printed in separate form for distribution, and republished, with commendation, in the "Massachusetts Teacher" for the present month:—

Public Schools from the Doctor's point of view.—At a regular meeting of the Middlesex East District Medical Society, in July, 1865, the subject of the influence of our Public Schools on the health of the children attending them being under

discussion, a committee was appointed to report in full on the subject, which was done in September; and after much discussion, the same committee was directed to prepare, in as concise form as possible, some practical advice for avoiding certain dangers now threatening the health of the children in our schools. This second report was submitted to the society in November last, and discussed as before, when the same committee was directed to publish the suggestions, with such additions in the way of explanation as might seem advisable. This they now do in the following maxims, which may be considered to embody the deliberate opinion of the members of the Society.

1. No child should be allowed to attend school before the beginning of its sixth year.

Because, the whole of the first five years of life are needed to give the physical nature a fair start, which would be prevented by the confinement and restraint of the school-room;—because, up to that time, every child has enough to do in learning to use its limbs and senses, to talk, to obey;—because, extended experience has proved, that children who have never been to school before they are five years old, make more rapid progress than those who begin their school life earlier.

2. The duration of daily attendance (*including* time given to recess and physical exercise,) should not exceed four and a half hours for the Primary Schools; six hours for the other schools.

Because, the liability to injury of both mind and body from sedentary application, is in proportion to the youth of the student; and, because as much can be accomplished in this time as in a longer attendance, which is only a weariness to both flesh and spirit.

3. There should be *no* study required out of school—unless at High Schools; and this *should not exceed one hour*.

Seven hours of study being as much as most adult scholars can bear, it is folly to suppose that immature minds in *growing* bodies can endure more.

4. Recess time should be devoted to play *outside the school-room*—unless during very stormy weather—and, as this time rightly belongs to the pupils, they should not be deprived of it except for some serious offence; and those who are not deprived of it should not be *allowed* to spend it in study; and no child should *ever* be confined to the school-room during an entire session. The *minimum* of recess time should be *fifteen minutes in each session*; and, in Primary Schools, there should be more than one recess in each session.

Recess is most important relief to the weariness of muscle and of mind, which every child (and most teachers,) feel after being in school for one and a half or two hours. Without it there comes on a mental listlessness and a physical restlessness, which defeat the very purposes of schools. The need of such relief occurs at more frequent intervals in proportion to the youth of the child; consequently there should be more recesses in primary than in other schools.

5 Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but *not as muscular training*. It should be practised by both teachers and children for at least five minutes in every hour not broken by recess, and should be “timed” by music. In Primary Schools every half hour should be broken by exercise, or singing.

This maxim rests on the same general ground as No. 4. Such exercises are highly prized in all schools where they have been fairly tried, and they tend to produce a unity of action and feeling, a homogeneity in the school which is very valuable.

6. Ventilation should be amply provided for by *other means than open windows*, though these should be used in addition to the special means during recess and exercise time.

Because, to open windows during cold weather, is to admit streams of cold air upon children, when they are most liable to "catch cold," as physicians have frequent occasion to observe. When the body is aglow with exercise, it can endure and enjoy a temperature and even a current of air, which would chill it when at rest; therefore, fresh air may be introduced with safety through the windows during recess and exercise time, except in very severe weather.

Of all methods of heating, a close stove is the most objectionable, because it introduces *no fresh air*; and whenever one is used in a school-room, it should be wholly or partially walled in with metal screens, inside which a "cold air box" should open, as in all furnaces.

7. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in Primary Schools the *slate* should be used *more*, and books less, and instruction should be given as much as possible on the principles of "Object Teaching."

If the first part of this maxim be not observed, the majority of the scholars (for whose benefit the school is sustained,) will be overtasked.

The advantages of using the slate as advised, are very great; the hand and the eye are trained, writing is earlier and more pleasantly learned, little children are agreeably and profitably occupied, when they would otherwise be idle, unhappy and troublesome.

Of "Object Teaching," we have only space to say, that the principle which underlies it is, that the teacher should avail himself of the natural preponderance of the powers of perception and observation in childhood, should go from the known to the unknown, from the concrete to the abstract, and should neglect no opportunity to illustrate each lesson from *familiar* sources.

(Signed,)

F. WINSOR,

J. D. MANSFIELD,

Special Com. Middlesex East Dist. Med. Soc.

School Committee.—J. C. BODWELL, JOHN JOHNSON, JOHN CUMMINGS, Jr., STEPHEN NICHOLS, J. G. POLLARD, S. W. ABBOTT.

WORCESTER COUNTY.

ASHBURNHAM.

In the apportionment of the income of the State School Fund in July, 1867, no portion thereof will be allotted to any town which has not maintained each of its Public Schools for the period of six months the preceding year. Consequently the schools of the year 1866-7, must be six months in length to avoid the forfeiture of the money from the school fund.

It should be noted by the town, that our fourteen schools are to be kept not merely eighty-four months in the aggregate, but that *each* school is to

be maintained six months, which increases the difficulty of compliance with the law, as we may point out farther on. To sustain schools of this length, we estimate the sum to be raised by taxation, as follows:—We have twenty-eight schools in all. This year six were taught by male teachers, and twenty-two by female teachers. If this proportion should continue, there will be eighteen months of male teaching, and sixty-six months of female teaching.

18 months, at \$50 per month, would amount to	\$900
66 “ “ 26 “ “ “ “ “	1,716
21 cords of wood, (1½ cords for each of 14 schools,) at \$7 per cord,	147
Taking care of fires, &c., for 10 schools at \$2.50 each,	25
Total,	<u>\$2,788</u>

Taking from this the school fund money, about \$100, and \$2,688 would remain to be raised by taxation. Although these estimates may be too high in some items, yet in others they may be too low. So that, considering the increased price of board, and of services, it is believed a sum as large as this must be raised in order to *insure* six months of instruction to each school.

A similar calculation, on the basis of five months of instruction to each school, (which surely we ought to secure,) would require a tax of \$2,252 for this year, and \$2,352 after this year, making a difference of \$336 after the year 1866-7.

This sum can be diminished in three ways: 1. By uniting districts Nos. 1 and 11, and by diminishing the number of outlying districts. Eight schools would answer the demands of the law. But, by no possible arrangement, can eight schools supply the requisite school privileges. The subject is beset with difficulties, yet, *perhaps*, it might be found, by investigation, that one or two districts could be dispensed with without substantial injury to any one. 2. By employing exclusively female teachers. This is the practice of some towns. If we had a High School, perhaps it would be practicable here. As it is, we cannot think the measure wise. It is true, however, that an experienced female teacher, of tact and ability, is to be preferred to an untaught, unpractised, male teacher. 3. By hiring teachers but indifferently qualified. Doubtless, a shrewd Yankee could drive some favorable bargains with such. The quality of the schools, however, would suffer.

We wish now to present some thoughts to the town bearing upon the organization of our school system. Of course, there will be difference of opinion in respect to the positions here taken. The presentation of views, honestly entertained after some observation, and coming, as they do, from

the humblest source, cannot, however, do harm, if they are manifestly incorrect. If correct, they demand attention.

1. We object to this new law, and to similar ones, because they overlook the true nature of popular government, and the proper function of towns. Local self-government is the jewel of our governmental system, and its safety-valve as well. Towns should be invested with power within certain extreme limits, over matters pertaining to their welfare, such as schools, &c. Towns should have some freedom of action, some scope for contrivance, effort and choice. A generous trust should be reposed in them. So treated, they will not disappoint. They will govern themselves better than others can govern them. But even if this were not so, the education and love of liberty they gain by self-management, is worth far more than anything lost by little deficiencies of arrangements. It is a grand school in which financial and executive skill upon a small scale is acquired, fitting sometimes for a broader field. Is not the past record of these towns noble, from the Revolution to the present day? Have they not done well for schools even self-moved, and without any impending rod of wrath? Look for an answer at the large amount of money expended for neat and tasteful school edifices in the country towns, and for instruction, entirely beyond the demands of law, and, indeed, without any consideration of such demands. The country towns prize their schools, and would limit their gifts to them only by their ability, and only so as these gifts shall not be wasted. If in anything they are unanimous, it is in the support of schools. But they, at least some of them, do not love to be put in a strait jacket, and to be ordered just how to cut the coat, and where to put every button and stitch. They are attached to local self-government.

2. What shall we think of six months as the least term of the continuance of each school? This limit was first placed in the statutes in 1859. Previously, by the Revised Statutes, towns of fifty families were required to maintain schools which, in the aggregate, should be continued six months; of 100 families, 12 months; of 150 families, 18 months; of 500 families, 24 months. It was quite a stride forward in 1859, when, in the case of this town, 84 months were required instead of 18. Nor do we suppose it was expected that all would attain this standard at once. In 1859, it was wished so to frame the chapters on education in the General Statutes, that they might remain the law for a generation or two. If this provision was inserted in the law as a standard of length to be aimed at, and some time to be realized, it was well enough. If it was intended to enforce this requirement at once, by heavy penalties, it was a mischievous enactment, altogether unlike the liberal legislation of the preceding twenty-five years, and unlike that other item of law, which required every town to raise, by taxation, a sum equal to \$1.50 upon every child between five and fifteen.

The proper length of a school, in our view, depends on circumstances. The circumstances of the cities, large towns and villages, differ from those of the country towns, and the country towns among themselves. Here is the ground of difficulties about our school laws. The cities are prone to think that the towns may have schools for a term as long as themselves, and that school districts and the selection of teachers, by prudential committees, are only a relic of a dark past. They are sure their system will be as good for us as it is for them, and being in the majority, they force upon us regulations fitted to compact populations, but not to the rural sections, with the very benevolent motive indeed, to save us from wilful blindness and absolute barbarism. The men at the head of our educational operations, gentlemen of large ability and high character, are wholly or mostly, from our cities or large towns. Can they know accurately the condition of the towns, as long residents in them do? They, of course, honestly believe the city methods to be the only orthodox ones. Their pet measures for the improvement of the schools, are the abolition of the district system, and, failing in that, the selection of teachers by the school committee. If these could be realized, the school millenium would be at hand indeed. We do not sympathize with this view, whatever may be thought of these measures. The spirit of a people, if right, will act beneficially through any forms, (though some forms are more fitting than others,) and will, in free development, correct the forms, if faulty. If the spirit of a people is deficient, forms alone will not beget it. If the obnoxious forms were abolished by force of law, to-day, the same people would remain to-morrow, with eyes just as blind, and movements just as angular and awkward, in the view of their critics, as to-day.

One important difference between the cities and country towns is, that the children of the cities have no healthful out-door occupation to which they are, or can be, bred. By consequence, schools for ten months are necessary to preserve them from constant idleness, which is but another name for ruin. Long schools are a necessity of the condition of compact populations. It is otherwise in the country towns. Not only is there healthful occupation for them, but the condition of things demands it of them. And four, five or six months of earnest study, with the rest of the year spent in labor, will make more energetic and successful men and women than ten months of study without it. The school is not all that educates. The Prussian boy probably excels the American boy in exact knowledge. But which develops the most enterprise? It is a common remark that the country boys become the successful business men of the cities. This question has been proposed,—Why have not statesmen and commanders of the first class arisen in New England? By statesmen and commanders are here meant, not merely those who are thoroughly learned in the science of war and government, but those who have had the genius

to originate great measures and plans, and to execute them. We take no ground about this question. It may, however, excite to useful thought. We suppose the interrogator entertained the belief that the physical man had much to do in forming great characters, and that we in New England were in danger of forgetting it in our zeal for schools. We are erecting gymnasia for our seminaries. We have some excellent ones in the country, in caring for the cattle upon the hills, in our hay and cornfields, and in our forests of pine and oak. We want a little time to practise in them. The American youth need some employment giving health and vigor. Weary limbs at night, calling imperatively for repose instead of the midnight carnival, are a blessing. Another important difference between the city and the country schools, is this,—the youth of the country attend to a greater age than in the city. In the Twenty-Eighth Annual Report of the Board of Education, it appears that in Boston about one-sixteenth of the average attendance was over fifteen years of age, and in this town about one-fourth, *i. e.*, the attendance over fifteen is in the ratio of four to one in favor of the country town. So that our short terms of school are in part compensated by attendance for more years.

Again.—The cities have vastly greater ability. By the aforesaid report, it is stated that Boston has 277 schools, the average length of which was 10 months and 11 days; that it paid their male teachers, on an average, \$171 per month, their female teachers, \$42 per month. In the same year, this town had 14 schools, of the average length of 4 months and 15 days, and paid its male teachers an average of about \$40 per month, its female teachers not quite \$19 per month; and yet Boston was taxed for the support of its schools but $1\frac{2}{100}$ mills upon the dollar of valuation, while this town was taxed $1\frac{3}{100}$ mills upon the dollar, or almost twice as much. Is it quite magnanimous for the cities and large towns to take for their own use the paltry pittance due to the small towns as their proper share of the school fund, while those very towns are paying nearly twice as much as they, for schools so short, and so indifferently provided for, compared with their own? We know it is replied to this, “reduce the number of your schools.” It is true, if our population was compact enough to have but eight schools, and those graded, we could maintain each of them for six months with the tax we now impose. In that case, our relative amount of taxation would continue. We have repeatedly urged upon the town the duty of reducing the number of school districts, if it can be done without serious harm. But eight schools cannot furnish proper school privileges to our scattered population. The position of the centre of the town, and of the villages, of the ponds and large hills, and the direction of the roads, are all in the conditions of the hard problem. Even as it is, it is very difficult in a winter of great storms for the children to get to school. The Secretary of the Board of Education admits that there are sometimes real difficulties

about reducing the number of the small districts. But are towns which have "actually existing" difficulties to be punished as delinquent towns for that reason?

Farther.—We object to six months as the least limit of duration to our schools, because we believe in many instances a shorter term will be as profitable. The value of a term of study does not depend so much upon its quantity, as its quality. The quality of a school depends upon the teacher, the interest of parents and scholars, and upon the state of public opinion. Any lack in either of these directions is a hindrance, and often a fatal hindrance. And, between these several parties, it is no fiction to say, that much money is wasted. The question is, what term of school will be well improved? After witnessing the operation of schools in this place for some years, we are of the opinion that no school retains its prosperity, if protracted much beyond ten weeks. This is particularly true of the summer term. Rarely does a school flourish after the first week in July. Five months of instruction for each of our district schools, and in a High School, would meet our view of the wants of the town, *in present circumstances*. Some of our districts have, at times, chosen to procure a teacher of large ability and experience, at a heavy expense, and thus reduce their term of study to eight or nine weeks. It has been a judicious expenditure, in our judgment. The town may well tax itself to maintain such a school longer than eight weeks, in the thought there is no waste of means. The tendency of the law in question will be to increase the length at the expense of the quality of the Public Schools. If a town, simply in order to gain \$100, will lengthen its term of school, will it not procure inexperienced teachers at a saving of \$300 or \$400? Certainly it will, unless the spirit of the people is higher than the spirit of the law. We trust it is. Woe to the schools, if it should not prove to be. And our principle seems to us a correct one. If unflagging interest exists at the close of a school, another term will be welcomed and improved. A keen edge to the appetite helps digestion; a surfeit induces disgust. A boy with large supplies of spending money will waste it and harm himself. A boy with a scant supply will husband his. We would not send rollicking Richard to college for four years of idleness and frolic. Nor even honest Peter, against his will, nor even with, sometimes. Let him follow the plough, or stand behind the counter, as he desires. Courses of study do not always strengthen, but sometimes overwhelm and weaken. All that some men *gain*, who enter college halls, is a *loss*,—even the loss of good common sense. A mind naturally robust and vigorous may have all the stiffening taken out of it by the process. And some, who will never shine as scholars, may be thoroughly educated in other directions. What then? Do we lightly value human learning? No. In this stirring age, with great events occurring, and in the prospective, with an active competition for the prizes of life,

with the care and destiny of a great nation coming into their hands, the youth should be astir, and prepare themselves for their position. Mental culture and accumulation of knowledge will aid them mightily. It is deeply to be regretted, if they, and their friends for them, do not value and seek these blessings. But will lengthening the schools remedy the difficulty? It will only increase the waste. For, assuredly, with a long school there will be time enough for absence, idleness, play, diversion of mind from study through every form of amusement, to those who already place little value on an education. The remedy must come in another way. And whenever our present opportunities are well improved, we advise an increase of them.

Moreover, we object to this law, because it will be difficult of execution. If we aim at six months, we shall be very liable to come short of it in some one of our fourteen schools. Sometimes epidemical, or contagious, or other diseases, break out in a district, and a large part of the scholars are confined at home, either by the sickness, or by the fear of it. The usefulness of the school is gone. So, sometimes, troubles arise, and nearly all the scholars leave. Also, the law provides that children, with some exceptions, shall attend school twelve weeks in a year, under penalty of fine, &c. All then may remain at home after the legal term is ended. In the first two cases, we might have a school of the dimensions of that of the famous Macedonia district, which had four scholars, and made remarkable advancement at that. In the other case, a school must be kept with no scholars at all—a making of brick without straw, most certainly. But in no case has the town any discretion. A school must be maintained, or the town be punished for delinquency.

Still further.—The greatest difficulty occurs in consequence of our school arrangements. If the law was framed with the design of crushing, indirectly, the school agencies of the country, it could hardly be more effective. Just examine it. Each school must be kept six months. Eleven different persons are to make the contracts. They are at liberty to hire male or female teachers, and at any price they please. In this condition, how can the town make any specific allotment of funds to any district, or raise, indeed, any specific sum? For no one knows how much will be needed. It may be said, the prudential committee must expend no more than is assigned him. Then who knows that he can, or that he will, secure the six months of instruction? And if any district fails of reaching the standard, the school fund money is forfeited. But it will be said, "Let the school committee contract with teachers, and a uniform rule will be established throughout the town." The town, then, needs to understand the comparative advantages of the town and district system. We propose to offer a few thoughts upon this subject. The school district system is certainly good in theory. It is democratic. A certain number of people in a

given territory assume the management of school matters. They erect and equip their school-house, select their teacher, subject to the approbation of the school committee, watch over and care for the school. 1. It educates the people by giving them duties to perform, requiring wisdom and good judgment. 2. It tends to create attachment to the school. We love the things for which we labor and make sacrifices. 3. It may secure vigorous support of the school. Forty, fifty, or more persons may bring their influence to bear upon the school for its good. It is this parental supervision which has produced some of the best schools we have ever seen. It is almost omnipotent when enlightened and faithful. Indeed, it is altogether the most efficient form of maintaining a school of high excellence so long as this watchful interest can be secured. And a little well directed labor will often work a wonderful change in the interest and activity of a district. We believe the district system was adapted to the self-reliant habits of the people, and that it has done a good work. We should be blind to the condition of things, however, not to acknowledge that a change is coming over the people, which will operate against the efficiency of the district system. There is not the same leisure as formerly. Every person, almost, is fully occupied at every season of the year. They have not time to visit the school. And, by absorption in other business, their thoughts and interest are turned in other directions. These facts are more manifest in villages, but pertain more or less to rural districts. It has been suggested that one of the benefits of the town system would be the immediate reduction of the number of small schools. It is not clear to us that it would have any such effect. The town system would give the town more power over the schools, and simplify the machinery of their management; but the same interests which operate to keep the schools where they are, would be as powerful after the abolition of the districts. As to the erection and repair of suitable school-houses, it is not plain that either system would have much advantage over the other. As to expensiveness, the taxation would be greater under the town than the district system, because in the districts, hiring teachers, conveying them to the school, &c., &c., are done gratuitously, while everything would be paid for by the town. The real expense, however, might be no greater, and might be more equal.

In respect to the best mode of selecting teachers, much can be said. All will agree, that he who procures teachers holds a most important office. Learning is not the most important qualification for the work. Good judgment is more needful. It is the custom, in some quarters, to disparage prudential committees—to represent them as mercenary, hiring the cheapest teachers; as selfish, employing their friends or relatives, whether qualified or not; as uncaring, engaging the first person who offers, &c., &c. Some may answer to this character. But it cannot justly be charged on

them as a class. We have in our acquaintance fallen in with many, who are our best citizens, men of intelligence, who have been careful in making their selections, and who have been firm friends of the schools. Doubtless, also, school committees would be liable to the same charges. Laying aside, then, mistakes which will inevitably be made both by school and prudential committees, we would sum up the case about as follows:—1. The prudential committee, residing in the district, must be intimately acquainted with the people, and be able to procure a teacher adapted to them. 2. Being elected by the district, he and his backers must be committed in favor of the school. 3. Being on the ground, he must know the state of the school, and be able to meet promptly any evil in its incipient stages. 4. School committees must have more acquaintance with teachers, and with their professional ability, and be able to make better selections in that regard. And if long in office, they might become well acquainted with the wants of each section of the town. 5. There would be more unity and system in the conduct of schools, and in the expenditure of the funds of the town, in the management of a central committee. 6. The school committee can be held to a rigid accountability. If anything goes wrong, the responsible committee can be easily found. There are so many partners now in the management of the schools that no one of them feels much responsibility. We have spoken thus briefly on topics which will assuredly assume practical importance some time, but with no expectation of a change of system at present. Indeed, we should regard it as a calamity if the town should attempt a change before the people were ready to make a fair and candid trial. No committee could succeed without an almost unanimous popular support.

Another objection to the law is, that it will impose a heavy pecuniary burden upon the people. We have just come out of a great war. A heavy debt has been incurred. An unprecedented taxation is the result. Many wealthy men own property not subject to taxation. To poll-tax payers, it is all the same, whether \$10,000 or \$25,000 is assessed. This state of things lays a heavy burden upon owners of visible property, especially upon small real estate owners, and men of small income. For this reason, if for no other, this law ought to be repealed.

We conclude, by offering one or two other thoughts. We would point out what we regard as a capital defect in our State Central School agency. We have a fund of \$2,000,000; a Board of Education and its Secretary; four Normal Schools; five or six teachers' institutes, spring and autumn; teachers' associations; a periodical for teachers,—all of which are supported or aided from that fund, but not one agency which appeals directly to the heart of the people. It seems to be assumed that the community can be carried forward by these reports, teachers, school committees, &c. But it cannot in the best way. The people are reached only in a limited degree

by these agencies. The schools will be elevated just as the people understand their duties. *Preaching to the poor* was the Great Teacher's method. Move the masses, and you move everything that is above them. This leads us to say, that we need for our highest prosperity a town organization, for discussing school topics, in every district. To revive our interest in schools, we must resort to our old methods. We must rely upon ourselves. Our schools need to be elevated. They can be only by renewing our interest. Infusing new life by discussions before the people is our remedy for school ills. We have given our opinion of the new law, but we do not advise disobedience to it. Forgetting every irritating thing about it, let us do everything we can to improve our schools.

School Committee.—J. D. CROSBY, C. E. WOODWARD, F. A. WHITNEY.

AUBURN.

We find that it requires the combination of several things to make a good school: a good house, a good teacher, good scholars and good parents. The lack of either one takes so much from the end sought, viz.: a good school.

Your committee are confident there is great waste of money, as well as injury to the schools by so frequent change of teachers. With few exceptions, the same teacher has not taught the same school two consecutive terms within the past five years, and only one has had charge of the same school through the year covered by this report.

We wish to call the attention of our citizens to this point. To illustrate its workings, suppose a stranger is employed to teach in either of our districts. He brings with him satisfactory credentials; he sustains a good examination before the committee; they give him a certificate of approval; he goes into the school. The scholars now are to make their examinations and give their approval or disapproval. They will first comment on his personal appearance. It will please some and may displease others. The arrangement of his classes; his methods of recitations; his manner of reading and speaking will come under review and will be measured by the qualities of some former favorite teacher. Then follows a series of experiments to test the quickness and sagacity of the teacher in detecting rogues, in checking liberties and in answering puzzling questions. These experiments continue, one, two or more weeks, during which it must be decided who is master. All this may not be definitely planned and each part assigned to a particular individual, yet most will be ready to do their part and report their success. We have known cases where this strife for the mastery has lasted for weeks with varied results. Sometimes the teacher seemed victorious, then again the scholars. During these weeks of struggle the children are closely questioned at home of all that is done and said in the school. The parents accustomed to credit their children implicitly, do so

in this. They give their version of what transpires. They may report correctly and they may not. They are not always the best judges either of teachers or of schools. They may pronounce encomiums upon those most indulgent to them and anathemas upon those who maintain strict discipline and exact obedience from all without regard to age or rank. This feeling of like or dislike must and will give color, favorable or unfavorable, to the teacher. Hence parents may flatter themselves they are having an excellent school, when really it is well nigh a failure. Again, they may have many fears for the school when it is only passing through changes for the better.

The question of prevention of the evils alluded to at once arises. What is it? We have intimated the answer:

1. Be more careful in the selection of tried teachers.

2. When you have found those well qualified and successful in your school, retain them for a series of terms.

School Committee.—CHARLES KENDALL, S. A. NEWTON, Jr., JOEL CARTER.

BERLIN.

What can parents do at so little effort and expense, to so great advantage, socially and publicly, as in giving an occasional half day to the schools? Your committee feel sure you would be interested. In every school there are pupils whose attainments will interest any person. If you are tired it will cheer you to look into so many laughing eyes. It will take the wrinkles out of your faces to look upon so much youthful beauty. You will go home a better father or mother, besides having done a public good.

We must, in some way, make our Common Schools take the place of a High School. We could make selections now, in some cases, of classes, which we would not fear to send into High Schools for a test. But this is not enough. We can, with care and co-operation, and a little more personal sacrifice, give our schools a High School standing. Be very careful in procuring teachers. Talk up the school interests through the town. Let the children know the public heart, and public eye are upon them. That the town gives money cautiously but not grudgingly. That the schools are held to an account for what is bestowed so freely upon them. That any scholar who wilfully hinders a teacher's success, or perversely interrupts a school, is known and read of all the town. Keep up the power of a moral sentiment in favor of all good conduct in school, and a public frown against all that is wrong.

In speaking of High School attainments we do not mean that the basis of Common School studies should be changed. A few advanced studies are allowed because our scholars have no other opportunity. But it is the

Common School branches we would cherish and cultivate. That most accomplished American scholar, Mr. Everett, says : " The Common School gives to the mass of people the key of knowledge. The branches taught therein are of greater value than all the rest which is now-a-days taught at school. Our Common Schools are important in the same way as the common air, the common sunshine, the common rain ; invaluable for their commonness. They are the fountain of that wide spread intelligence which, like a moral life, pervades the country." Do not repine, citizens, because we have only the Common School. It is the key which unlocks all treasures of knowledge. A Common School education, such as we can make it, will, so far as success depends on education, put any young man or young lady, in the way of obtaining any advantages which society has to bestow.

School Committee.—W. A. HOUGHTON, E. HARTSHORN, WM. BASSETT.

BLACKSTONE.

It is not known to the subscriber whether the retired members of the committee agree with him in his opinion, but to him there appears a strange disproportion between the compensation of male and female teachers. There seems no foundation but in custom, for the almost universal practice of paying male teachers almost double the salary that female teachers receive. In former years there was a propriety in this ; when young men could give up four years to the thorough training and discipline of college, while there were no such institutions for young ladies. But in our day this state of things is changed. Our Normal Schools are equally open to both. Indeed there is a larger proportion of young ladies than men, in these schools. And with the same training, I believe most competent observers will admit that female teachers are the most successful. As a general thing, they have a tact, skill and readiness in imparting knowledge, that male teachers must in vain hope to rival. And even in maintaining order and discipline in school—where it may be imagined they are most likely to fail—even in this respect they seem quite as successful as their supposed superiors of the other sex. The time has come when better and more enlarged views should influence those who control our Public Schools. The amount of compensation should be awarded according to the scholarship, the ability to impart instruction, and the experience, high character and superior attainments of teachers, without regard to sex. Certainly this at least is claimed without fear of contradiction, that young ladies may become better qualified to teach under the advanced method of training practised in our Normal Schools, than young men can be, who are taught anywhere else. This is not a question as to the advantage of a college, a scientific or professional institution, for other purposes. But we claim that for educational purposes, the Normal School, which is organized, directed

and planned for this very end by some of the most experienced and skilful educators we have in the country, ought to bring about this result, and will if the teachers are animated by as much enthusiasm and ardor, as characterize men in other professions. Hence we argue, that with equal abilities in other respects, the teacher who has received a thorough education in a Normal School, is best qualified to instruct successfully ; and that these superior advantages more than make amends for any supposed higher reputation that men possess as instructors. Some remarkable instances of great success in teaching by ladies, has made it clear that this profession at least, is one that men cannot monopolize, and we see not why they should now monopolize the high salaries.

During the past year the town has taken two steps in the right direction. In reducing the number of districts from ten to eight, and in starting a High School. This last enterprise was urged upon the town in consequence of local interests. But we should feel no less thankful to the prime movers in this wise and useful direction, and we should feel no less grateful to those men who caused a law to be passed, imposing a heavy fine upon the town that failed to establish a High School. We care not what motives awaken a town to their duties, so that the great blessing of a good education may be placed within the reach of all the young in the town. The school here is established, and in the words of the member of our committee who has left us, "it is a great success." With this opinion your subscriber fully agrees, and another step forward is soon to be taken in the same direction. A new and fine building is to be erected at once, which when completed, will be no discredit to the good taste of the designers or to the commendable pride of our citizens. And if our fellow-townsmen can only be induced to forego their local interests and private preferences, and to sink all personal aims, and in choosing a teacher to seek for the best possible that can be obtained, instead of making the office and the salary of the instructor a bone of contention among personal favorites, the High School will continue in future years "a great success." It is to be hoped that the town will evince a still larger liberality in procuring both a philosophical and chemical apparatus, so that these studies can be taught more thoroughly and successfully.

For the Committee.—J. E. EDWARDS.

FITCHBURG.

The work of public instruction, of forming the minds and moulding the lives of a generation, as it is of immeasurable importance, so it is, when properly considered, one of the greatest difficulty, with which a community ever charged itself. We do not think it is necessary to enlarge, to much extent, upon this, for we trust the day is long passed when it was believed

that while no man could make a coat, mend a boot, or shoe a horse, without first preparing himself by a long and laborious apprenticeship, nevertheless, without any previous training or special aptitude, he who was, perhaps, good for nothing else, was still good enough for the delicate and difficult task of unfolding the human mind, and properly developing its various powers. Nor do we think reflecting men now believe, if, indeed, they ever did, that a system of public instruction can thrive in a community which is not thoroughly sensible of its importance, and ready to encourage it by every fostering influence in its power to exert. But still we think there is not yet a general and full appreciation of the importance and difficulty of conducting a thoroughly successful system of public instruction, and of the subtle, powerful and various influence which is exerted upon it by the community in which it exists; and this doubt must be our apology for the general remarks with which we have prefaced our report. As our citizens become more and more impressed with the importance of the work that has devolved upon them, with its necessity to the general welfare, safety and happiness, with its value simply considered in the light of an intelligent economy, and in view of the future resources and wealth of the State, so our Public Schools will gradually be elevated to a more commanding position of usefulness. The improvement may be slow, but it will be permanent and general, and while the community impresses its wise and liberal policy upon the schools, the schools in return, will re-act favorably on the community.

Primary Schools.—The first step, in any undertaking, is usually one of the most important, and in the work of education, the teacher, whose office it is to first stimulate and direct the mental powers, has a duty at once delicate and difficult. No impressions are so deep and tenacious as first impressions, and upon the kindness, firmness and intelligence with which a child is disciplined during the first years of his intellectual training, in a good measure depend his future habits of thought and action. By gentleness properly tempered with firmness, the affections may be won, and an influence all potent for good, if properly directed, obtained. By judiciously blending amusement with instruction, the child may be taught to love the school-room, and to regard the hours spent in it as a season of enjoyment and not of painful restraint. By stimulating the curiosity and properly directing the newly awakened intellectual powers the exercises of the school may be a positive pleasure instead of an irksome task; and habits of neatness, attention, industry and subordination, once impressed on the plastic mind and character of early childhood, will, in most instances, be permanent. The Primary School, like all others, to be successful requires a teacher with a peculiar aptitude for its duties. She is not fitted for her place unless she possesses the power of instinctively, as it were, attracting to herself the love of the children—a power which if traced to its source,

will be found, we think, to spring from a deep and sincere love for children. This feeling prompts a kindness of manner, gentleness of voice, and a forbearance and patience that nothing else can give. It entirely banishes from the school-room that severity, and sometimes habitual harshness and petulance, that harden the bold and self-reliant to a sullen defiance of all authority, and crush the timid into habits of falsehood and deception. But, if regulated by a wise discretion, it does not prevent that firmness which enforces unhesitating obedience, and administers correction whenever correction is found necessary.

The High School.—A change has been made in the system of study. The whole regular period will occupy four years, and each student completing the course honorably will be entitled to a diploma. There are three distinct courses of study, one English, one English and classical, and the third classical; the latter to be taken by those who intend entering college. The selection of studies in each department has been made with great care, and we think will prove generally satisfactory. Those who desire a plain, solid, English education will pursue the first course; those who wish to a certain extent, to become familiar with the classics, but do not desire to enter college, will take the second; while the third is intended for those who are preparing for college.

The reasons for adopting a definite course of study in the High School are many, and seem to us decisive. In the first place the authority of all the higher institutions of learning, from our more prominent Private Schools to our colleges, is in its favor; and prescribed courses of study have already been generally adopted in the High Schools of our cities and larger towns. An uniform course of study has also, for many years, been in operation in our Grammar and other Public Schools, and with entire success. It is, moreover, quite evident to any one conversant with our schools, that what the pupil shall study is second only in importance to the manner in which the study shall be pursued, and that he needs guidance and direction as to one quite as much as to the other. It must be borne in mind that a Public School is designed to meet the wants of a community, and not to accommodate the peculiar views or wants of a few. Now it is conceded that the great end of education is not so much to store the mind with facts, or to give information upon particular subjects, although these are, of-course, to have their proper consideration as subsidiary ends, as to discipline and develop the intellectual powers; in other words, to afford that mental training that will best prepare our youth for the duties of active life. The experience of more than a century of one of our institutions of learning has gradually determined what course of study best subserves this purpose, and the course thus ascertained to be most effective should as much be made a prescribed and necessary element in our schools as the instruction and discipline that is given in connection with it. It may be

that in some individual cases a departure from it might be desirable, but schools are planned for the good of the whole and not to meet exceptional instances. In the next place, the uniform progression of the classes is secured, and at the expiration of each year the unity of the class remains unbroken; and experience has shown that not only is much more interest in study awakened in those who go along together through a defined course of study than in those who have no common aim, but advance desultorily, but it is also found that a class association and attachment once formed is one of the strongest incentives possible to a regular attendance upon the full course. In other High Schools in which the system has been introduced, it has been found that while the first graduating classes were extremely small, in some instances not more than three or four, yet they have invariably increased in numbers as the annual close of the course came round.

Perhaps, however, one of the most convincing arguments for the adoption of a regular system may be found in a statement of the evils and difficulties that resulted from the desultory and aimless mode of study hitherto pursued. In the first place, each scholar being at liberty to select his own studies, all distinction of regular division and relative advancement was lost, and unless the school were to be divided and subdivided into mere fractions of classes, far too numerous to be attended to even if the number of the teachers were doubled, the necessary result was that one class embraced almost every stage of progression from the beginner to the well-advanced. Scholars too were constantly taking branches, for the prosecution of which their previous studies had not properly qualified them, and in which, consequently, every step was embarrassed with unnecessary difficulty both to themselves and to their teacher. It was also found that from caprice, weariness, or other improper causes, changes from one study to another were being constantly made, and the end of the year would find the pupil with many branches commenced, half mastered, and abandoned, and so without any profitable fruits whatever. The teacher also who cannot control the course of study of his pupils finds it much more difficult to discipline and govern them. The conduct of a scholar who has no definite course or plan of study before him, and does not feel the necessity of devoting a particular time to a particular thing, will not, as a general thing, submit himself so readily and implicitly to the discipline of the school as those to whom such independence of action and facility of chance are not allowed. And finally, with no definite object before him and the associations of no class community of study to bind him, the attachment of the pupil to the school will be but slight, and at the best he will regard himself as but temporarily attached to it, and as ready at any moment to dissolve his connection with it.

School Committee.—ALFRED MILLER, C. H. B. SNOW, GEO. D. COLONY, F. E. CLEAVES, HENRY L. JONES.

GRAFTON.

The High School.—This school was organized twenty-seven years ago, with fourteen scholars. Said the General School Committee of that year, (1839,) "Your committee have no doubt that the existence of a High School, with such requisitions of admittances as have been adopted, would exercise the happiest influence on the district schools, and would raise their character at once. A motive to thoroughness and completeness in study would be presented, such as has never before existed." The results have fully verified their opinion. Never was there a time, probably, when there were so many anxious to secure the needed qualifications, that they may gain admission to the High School. And never was there a time since its establishment, when so large a proportion of its scholars have come from the out-districts of the town, as at present.

Quite a goodly number have here prosecuted their preparatory studies for college, and have been enabled to enter with credit to themselves, and to the school in which they fitted. Two have thus entered, this past year. And quite a number more are laying, deep and broad, the foundations of a liberal education. And others still are cultivating and enlarging their mental powers by classical studies and the higher mathematics, who have not a college course in view. There will be room enough, amid our rapidly increasing population and extending territory, for all who may be fitted by a thorough education for positions of influence and power. And if we would have our children worthily occupy them, we must give them the needful moral and intellectual training.

School Committee.—THOMAS C. BISCOE, GILBERT ROBBINS, JOHN W. BIGELOW.

HARDWICK.

We are now looking for the dawn of a brighter day upon our educational interests. As the district system has been abolished, and the town has appointed a committee to erect new school-houses and re-locate and re-model others, wherever, in their judgment, it seems necessary to the prosperity of our educational interests, we feel that some of the hindrances to the greater success of our schools will be removed. In all probability, the best locations will be selected, and the new and re-modelled school-houses be adapted to the accommodation, and to facilitate the progress of the schools to be gathered within them, and furnished with the necessary apparatus. The place and its surroundings have an influence upon the mind and character of those who come there for instruction. Refinement of manners is secured through the privilege of refined society. External circumstances contribute to the refinement of taste. This should be remembered in selecting locations, and in preparing and furnishing build-

ings where children and youth are trained. Everything should be adapted to promote the mental and moral improvement of the young.

The school committee would repeat their recommendation to the town to appropriate money for a select or High School, for some three months or more in a year. It will save the expense of sending our youth abroad for such instruction, and exert a most favorable influence upon the interests of education in this place. It will tend to elevate our Common Schools. It will not only conduce to the mental and moral improvement of our youth, but will have a tendency to increase the value of real estate. The more elevated the character of our schools—the greater the advantages for education afforded here, the more desirable will it be as a place of residence. In proportion to the desirableness of a place for residence will be the value of real estate. Persons seeking a location for themselves and their families, will be influenced, not only by the fertility of the soil, but the privileges for education—the intellectual and moral condition of society. Does not property rise with the elevation of society? Does not the *condition* of society attract persons more strongly than any other consideration, in seeking a place of residence? Would not such a school be a step towards the increased elevation of the community? Would not the pecuniary expense be small compared with the advantages it would afford? Would not your property increase in value in proportion to the expense of such a school? Should it be one of a high order, would it not abundantly reward the people for all their expense and trouble?

School Committee.—MARTYN TUPPER, SAMUEL S. DENNIS, BENJAMIN F. PAIGE.

HOLDEN.

The Difference.—Some schools are slow and dull; others are brisk and lively. In some, great heedlessness and lack of interest are manifest during recitations; in others, on account of some ingenious and novel mode of the teacher to elicit attention, the eyes and ears of every scholar are open to receive and treasure up knowledge. In some schools, exercises move along in old and well-worn ruts. It is essentially the same day after day, week after week, and month after month, from the beginning to the close of the term. If the exercises should be in the slightest degree varied, the school, so accustomed to a beaten track, would be liable to be thrown into great confusion. If the teacher should happen to speak in any but his accustomed accents and tones of voice, the scholars would be startled as if he were becoming a little crazy. This humdrum manner of conducting schools is a great hindrance to progress. Little interest will be felt. Little proficiency will be made. It is a serious evil.

But we are sometimes favored with schools of an entirely opposite type,—in which ruts and worn-out paths are studiously shunned. Newer

methods of development and illustration are continually sought and applied. When the mind becomes weary of any course, the policy is to tack about and proceed in another direction. In this way interest is excited and continued. It is a pleasure to study, and a still greater pleasure to go to the recitation. Vivacity and vigor and zeal are the characteristics of such schools. The chief occasion of regret is, that they are so few. Such teachers are as valuable as they are rare. A deplorable defect of many teachers is a lack of wise and well-directed energy. Whoever will do anything, whether the parents of those who are preparing to teach, or their school instructors, to inspire them with more practical vitality and energy, will not spend their strength in vain, but will be great benefactors to our schools. To be a profitable teacher, one must be enthusiastic in his vocation. His mind and soul, and his body, too, must be in it.

Co-operation.—The success of district schools depends in a great degree on the wise and harmonious action of the various interests which they represent. They are like a somewhat complicated machine, every part of which must perform its own specific portion of the work to be accomplished perfectly and with precision, to secure a good general result. The town committee, the district committee, teacher, parents and scholars, jointly and severally, have important duties to perform, which cannot be delegated, and which cannot be omitted without seriously deranging the whole system. When there is conflict of opinion, or of spirit, as there sometimes is, the result cannot but be damaging to both learning and morals. In our schools, evil oftener results from neglect to perform important duties by some whose services are indispensable to good success, than from unhappy conflicts between different interests. Withholding all action from an enterprise may have even a worse result than acting unwisely. It may be better that the various wheels of a machine should run irregularly, than be motionless. When schools fail to accomplish the amount of good reasonably expected, some are quite prone to charge the blame to the committee. Perhaps the responsibility does rest mainly on them, and perhaps none of it does. All who influence schools, and all who ought to exert such a power, should carefully inquire how they stand on this important point. They should consider whether they are acting harmoniously and efficiently with others who are enlisted in the same cause; whether they are doing what is due from them in the relation they sustain to the schools.

Moral Influence.—That which is good often becomes, when perverted, a serious evil. The social element in school relations is peculiarly active and vigorous, and is consequently productive of important results. They may be either good or evil. In most schools there are some whose example and influence tend to vitiate and corrupt. Many scholars of decided character and great social power are exceedingly impure, and they easily contaminate and lead astray those who are more passive and yielding. A

knowledge of devices and iniquities, which it is immoral even to understand, is secretly communicated and treasured up, which cannot fail to work rapidly in corrupting and demoralizing the youthful mind. Few are aware of the great extent of the evil that is wrought through the close and constant intimacy which exists among children and youth at school. It is deplorable to consider how many vicious artifices and corrupt ways youth sometimes learn in a single term of school. Under these favorable circumstances for receiving impressions, a pure mind may be loaded with corrupt thoughts and desires, in a very short space of time. This is a point which claims the earnest attention of both teachers and parents. It is only by great vigilance, and efficient and timely counteracting influences, that safety can be secured.

Your committee would invoke, in behalf of our system of public education, a liberal policy, and a watchful and earnest interest. Our schools, next to our religious institutions, are more closely allied than any other public interests, to the good order and well-being of society. Ignorance and crime usually are handmaids—and so are intelligence and virtue.

School Committee.—WM. P. PAINE, J. H. GLEASON, WM. C. METCALF.

HUBBARDSTON.

By the provisions of the Act of April, 1865, it has become necessary to maintain schools in each of the school districts for at least six months of twenty days each, during the present year and thereafter, or the proportion of the annual income of the State school fund, to which the town is entitled, will be forfeited and withheld. The commendable generosity of the town in appropriating a sufficient sum of money to comply with the conditions of this statute, and avoid its penalties, imposes upon us, in the discharge of our duties, more care, and more weighty responsibilities. Thus we are led to inquire, from whom shall we receive needed sympathy and support?—for we sometimes feel it to be too much a thankless service, too poorly paid.

Will the people take a deeper interest in the schools than heretofore, and by visiting them, and by other necessary means and agencies, inform themselves in respect to their wants, progress, and success? Shall we go forward in the exercise of our duties, feeling that we can rely upon the parents for active co-operation and sympathy? Will the teachers, too, receive the parents' assistance and counsel whenever needed, and enjoy their confidence, to such a degree, that they can receive strength thereby to labor more assiduously, with a greater promise of success, and a surer consciousness of being more truly and justly appreciated? And for ourselves, again, shall we be permitted to see the results of the town's liberality attained by using only the common methods of supervision and attendance

upon the actual wants of the schools? If securities were required of us for the faithful discharge of duties, might we not consistently ask pledges in return? But you will say the law directs you by its provisions. Very well. Shall we, then, ever venture to approbate, or refuse to approbate, any teachers whom we do not feel very sure are amply qualified, and just adapted to the position they seek to obtain? Exercise your own judgment, say you. Very good, if you will not complain, but trust to our purpose to do right. And, once more, shall we enforce the provisions of the law requiring the attendance of all children upon the schools? It is for you, fellow-citizens and parents, to answer these interrogatories in the exercise of the light of reason and the plain convictions of common sense.

School Committee.—ABEL HOWE, WM. S. GREENWOOD.

LEICESTER.

Town School.—The Town School has through the year been small, and at the same time has contained a considerable proportion of pupils of a low grade of scholarship. The government has been good, and the instruction interesting and correct.

The causes long operating against the prosperity of this school have continued to affect its usefulness. They are twofold. In the first place, the town is composed of three distinct and distant villages, and there is no place at which a Town School can be located so as to be accessible to a considerable portion of the inhabitants. At first the school was kept alternately at the several villages. But it was soon found that a school on wheels would not rise above the dignity of a "one-horse concern." It was then located in the Centre village, and compensation made to the other villages. But being chiefly dependent upon the partial patronage of a single section of the town, it has for several years been small, and composed, to a great extent, of young scholars. The other influence affecting the school is the fact that at the academy, in consequence of the more liberal facilities there afforded, a better opportunity has been open, at a small expense, for pursuing the higher branches of an English and classical education. The larger and more advanced scholars have been attracted hither, and the Town School has been reduced to a grade not above that of Grammar School. For a few years the Town School held a high rank, and was well attended, but the increasing enterprise and popularity of the academy have for the last few years caused its numbers to decrease, and removed the necessity for its existence.

It has long been thought desirable to incorporate these two institutions into one, that the advantages of the academy might be open to the public freely, and that it might exert a direct and stimulating influence upon our whole school system. The school committee, to whose discretion the whole

subject was entrusted at the last town meeting, have made arrangements entirely satisfactory for securing this desirable end, and scholars may now pursue their studies in the academy building and enjoy all the advantages of that institution. This arrangement is established under our "order," and we think according to the spirit of the law. Facilities for a High School education are now afforded our children, equalled by few, if any towns in the Commonwealth. The full advantages of the academy, with its funds, its ample corps of teachers, and its extensive apparatus for scientific illustration, are, at the same expense required to support the school as it was, made available to a much larger number of pupils than have for several years attended the Town School; and any child in town may qualify himself for, and enjoy these advantages.

School Committee.—N. B. COOKE, A. H. COOLIDGE, J. N. MURDOCK.

LEOMINSTER.

No. 10—First Department—vacated the old school-house and located the spring term in its new academic temple, "A sparkling gem on the brow of the favored ville." The pupils were favored, the spring and autumn terms, with new school-rooms, neatly kept; the windows were adorned with blooming floral treasures, cultured by the fair; pictures graced the walls, and the seats were filled with listening learners. The scholars, at first a little restless under strict intellectual and moral discipline, accomplished a good degree of study and improvement. The classes, when examined at the close of each term, recited accurately promptly, well. The parents and scholars should ever feel grateful that the learners were cared for by so faithful a guardian and received so good instruction. The winter school, of twelve weeks, has not closed when this report goes to press, but the committee in charge is happy to say that the scholars in mental arithmetic performed problems readily and accurately; the classes in algebra reason well; the advanced scholars in written arithmetic have finished the book, have left the letter of the text, and are taking up mathematical principles and discussing them; the advanced scholars have dropped their geographical text-books, study by topics and consult every author that will assist them, go to the blackboard, draw maps from memory and recite from their own maps, for at the *blackboard* they feel at home. With the income of the Kendall fund, added to the town's yearly appropriation, the villagers possess an advantage over other schools; and the liberal amount of money *may*, and probably *will*, prove a great and lasting benefit to the children of North Leominster.

General Report.—The "detailed report" of all the schools justifies the committee in saying, that, on the whole, a very satisfactory degree of success and prosperity has attended the Public Schools during the past

year. In general, everything has gone on harmoniously. There have been but a very few cases of difficulty between teachers and pupils, or between parents and teachers, requiring the interference of the committee. A good degree of interest has been manifested by the parents in the progress of their several schools. In one instance, where it was suspected that the teacher was not accomplishing all that was desirable under the circumstances, quite a number of the parents visited the school to ascertain for themselves what was the condition of the school and the mode of governing and teaching pursued by the teacher. We commend this method of investigation, for, if it is made in the right spirit and with good intention, much good will result, as in this instance, to all parties. Parents, teacher and scholars, will be benefited by it.

We believe our schools will compare favorably with similar schools throughout the State. In thoroughness, in good discipline, in constant and punctual attendance, in the spirit of progress among teachers and pupils, in the actual amount of knowledge acquired, we feel confident that our schools rank much above the average of all the schools in the State. But they are still far from that eminence we hope to reach. We should strive for still higher attainments; and, if we fail in the laudable endeavor, that failure will be attributable not so much to any defect in our school system, or to any deficiency in the appropriation of money, as to the want of interest in the community. Progress in education requires a wide-awake people, eager to drive ignorance from all our children.

We again commend our schools to the liberal support of the inhabitants of the town. Their importance is so transcendent that there is no danger of bestowing upon them too much of our care or means. If thus far in the history of our country, Massachusetts has had any commanding influence in the councils of the government; if, by her example, and by the emigration of her sons, she has been instrumental in imparting anything of vigorous growth, persistent energy and successful enterprise to the pioneer States; if, during the late war, her citizen soldiers have been foremost and most efficient in the defence of the Union,—it has been chiefly due to the influence of her Public Schools. Free Schools are one of the greatest achievements of modern times. Daniel Webster once said that, "if he had as many children as old Priam of Troy, he would send them all to the Common School."

We trust it may not seem out of place to allude in this report, briefly to the new school-house, built by the town during the past year, for the schools in the Centre. The committee desire to express their satisfaction with the house and its adaptation to the purposes for which it was erected. In its construction the best materials have been used, and the work has been done in a substantial and workmanlike manner; and in its design and architectural proportions, the edifice attracts the attention and elicits the

commendation of most strangers and persons of taste and skill in architecture. Its location is central and convenient, and the rooms are ample in size, well lighted, easily warmed and exceedingly well ventilated. The building committee placed over each of the rooms one of "Robinson's Ventilators." These have been found to fulfil the purpose intended far better than was anticipated. Fifty years ago, almost all school-houses in the country were warmed by burning wood in open fire-places. In those days, when the scholars on the front seats were half roasted alive, and those on the back seats sat shivering with the cold, there was no want of sufficient ventilation, for the foul air, engendered by respiration, rapidly passed up the capacious chimney, together with a good share of the heat produced by the burning fuel. But now, all that is changed, and what is gained in the saving of fuel and the comfort of the scholars, is lost in healthfulness and mental activity. By the substitution of close stoves for the open fire-place, without any adequate means for a change of air, the atmosphere of the school-room very soon becomes so contaminated as to be totally unfit for respiration. But with these ventilators, the foul air is continually passing out of the room and pure fresh air is as constantly taking its place, rendering the atmosphere of the room agreeable and healthful. If one of these ventilators was placed upon most of the school-rooms in town, the increased comfort and bodily welfare of the scholars would amply compensate for the expense.

School Committee.—C. C. FIELD, JAMES BENNETT, C. H. MERRIAM.

MILFORD.

The success of the graduates of our High School in their first efforts in teaching, is especially gratifying, and may encourage the hope that eventually our schools will be wholly supplied with home teachers. And other things being equal, it is right that they should have the preference.

The arrangement for the commitment of truants to the Truant School at Worcester has been continued, and with favorable effects. Under the efficient and prudent management of Mr. Miller, the truant officer, the evils of truancy have been greatly abated. He has made fifteen arrests. Thirteen of those arrested were returned to their respective schools upon promise of reformation. Two only have been committed to the Worcester School, and they have both been discharged with evidence that they were resolved upon a better course.

School Committee.—GEORGE G. PARKER, H. H. BOWERS, JAMES H. PUTNAM, A. A. COOK, JOHN S. MEADE.

MILLBURY.

Night Schools.—Some two or three months since a petition, signed by several of our most respectable citizens and heaviest tax-payers, was presented to the committee, praying them to open Night Schools for the ben-

edit of those who could not attend by day. The subject was presented to the town, at a legal meeting called for the purpose, when a sum, not exceeding three hundred dollars, was appropriated to defray the expenses of these schools. Two Night Schools were opened in the Burbank House, and two in the Union House. The first two were taught by Mr. R. Thayer and Miss L. E. Balcom; the last two by Mr. Charles L. Harding and Mr. David Dugan. It is doubtful if there have been any schools in town where there has been manifested a greater desire to improve than in these Night Schools. The teachers have been faithful and the pupils diligent.

Chairman.—E. Y. GARRETTE.

NEW BRAINTREE.

The highest success in our schools depends upon the faithful and earnest co-operation of all who are connected with or have an interest in our schools.

It is sometimes thought and said that a good teacher will always make a good school. On the contrary, we think that circumstances will sometimes prevent a good teacher's success. If the parents show themselves wholly indifferent to her just claims upon them for co-operation; if they even throw obstacles in her way by depreciating or even ridiculing her qualifications in the presence of their children; if they suffer themselves to condemn her course upon no evidence, or the exceedingly one-sided testimony of their children; if they never take the trouble to examine for themselves, but decide against her unheard; if they never give her the encouragement of their occasional presence in the school-room; and, more than this, if they take no interest in the studies pursued by their children; do not inquire into their progress; do not even know what they study; and take no pains to interest their children in their studies: under such circumstances, we should not be surprised if even a good teacher should fail.

The teacher is not a machine by which a certain amount of work can be accomplished as long as it is kept in order, and until it is worn out; but is a human being; usually cultivated, refined and sensitive, having a mortal body and an immortal soul, both which, as in other human beings, are subject to pain and weariness.

As oil is necessary to prevent friction in machinery, so is sympathy to the human heart. It lightens burdens; and no one more than the teacher needs our confidence and sympathy. She is frequently a stranger among those whom she is serving. For six weary hours of the day she is toiling patiently and diligently for us and our children. Her anxieties follow her from the school-room to her boarding place. If she be faithful and devoted to her work, she finds little respite from care. Surely we ought to render her what aid we can by giving her our confidence and sympathy, since it

costs us nothing, and since it will really be an advantage to us by adding to her efficiency.

In another way, quite as effectually, we can aid the teacher and insure her success. It is by interesting ourselves in our children; not as our *children* merely, but as *pupils*. How many parents are there who do not know even the studies their children are pursuing! who never take pains to examine into their progress; who, when a new book is wanted, provide it, but do not ascertain whether their children are prepared to use it or not. As a consequence of this course, books are left before they are completed, and the children acquire the habit of being superficial.

School Committee.—JOHN H. GURNEY, HOLLIS TIDD.

NORTHBRIDGE.

By the provision of the statute, the citizens of every town in the Commonwealth, in which the district system is maintained, are required to vote at their annual meeting in 1866 on the question, whether the districts shall be continued or not, and thus every third year, till the districts are abolished. It may not, therefore, be improper for your committee to present some considerations, which bear upon the question you are called upon to decide.

In favor of the abolition of districts, it may be said, that the earliest legislation of our Puritan fathers, established the town system; and that it was many years afterwards, that districts were established; and thus, if venerable age sanctifies a system, the town system must take the precedence, and the introduction of the town system is not an innovation, but a wise return to the plan of our early fathers.

Again it may be urged, that what we want is the best unit of organization for the most efficient improvement of, and concentration of interest upon, our schools. Now, under the district system, the voters in each district are that unit—in one, 10 in number; in another, 20; in another, 100, and so on. And in its practical working what do we find? Why, that in a great degree, interest in the schools is developed in proportion to the number of voters making up each district; so that in the larger districts, under similar circumstances, a much deeper and more concentrated interest prevails, and as a consequence, better school buildings—better schools are maintained. Why not, then, make the *town* the unit of organization, embracing all the intelligence within its bounds, and instead of splitting up our school interests into a dozen fragments, concentrate them, and thus bring them up at our annual meeting, for the consideration and united action of the whole town? Thus we do act in regard to other matters—a highway is to be laid out and built, and forthwith the whole town is summoned to consider and act. But do not the protection and advancement of

the interests of our children demand a hearing before a body as equally intelligent and potent ?

On the other hand it is said, that the districts are the little democracies of the State, developing individual independence and offering check to concentration. To this it is replied, that in their practical workings, they are not so ; as year after year, in the smaller districts, it is well nigh impossible to get together a small minority, while even in the larger districts, a quorum is often with difficulty obtained. And again, what freer, or more democratic body is there in the world, than a New England town meeting, where the variety of interest involved, summons a large body of citizens together, so that improvident and improper legislation rarely calls for a revision ?

School Committee.—J. LASELL, GEORGE BENSON, WM. H. WHITIN.

NORTHBOROUGH.

In general we may say, that while our schools the past year have been quite up to the average mark, and perhaps higher, we have been led to feel, more strongly than before, the importance of some change in our system, so as to secure the best economy and efficiency. We do not wish to anticipate the report of the committee of seven, on schools and school-houses ; but we offer the single suggestion, that perhaps the defect in our system will be most simply and effectually met, by establishing one central school, for the benefit of the more advanced scholars in all parts of the town, leaving the several district schools as they are. We would not compel, but only invite the old scholars to attend the higher school, by the offer of superior advantages to what can possibly be provided for each district. This may not be all the change desirable ; but it would, perhaps, be the best first step of improvement. Such a school might be kept open six to eight months in the year, at such seasons as may prove most convenient. And thus it would secure, in the easiest way, the two most important points,—

Economy of Time, by relieving the district schools of a large part of the work which now crowds the teacher's hands, and checks the best efficiency of his labor ; and

Ecönomy of Means, by enabling us to supply the wants of the districts with female teachers, generally natives of our town and trained in our schools ; while at the head of the central school can generally be had a man more competent than the average of those whom we can obtain under the present system.

We hold it to be the duty of the town to give all its children, not all the education to be desired, but the best it can afford. And in this view, we suggest the opening of an evening school, which might be taught three

evenings in the week, for three months in the year, by the teacher of the central school, for the benefit chiefly of boys and young men in various trades, which do not permit them to attend a day-school.

With these steps towards the centralizing of our school system, we also think it desirable that the appointment of teachers should be vested in the visiting committee; while, in our opinion, this committee should be enlarged by appointing a member from every district, and its services should be honorary and unpaid.

We suggest, also, as a means of justice and economy, the appointment of an agent or superintendent, with a moderate salary, who shall have the responsible oversight and care of the school property belonging to the town, now left to the unpaid and irresponsible charge of the prudential committee of each district.

School Committee.—JOSEPH ALLEN, HENRY I. JEWETT, J. H. ALLEN.

PAXTON.

No profession demands more profound thought, more ardent enthusiasm, and more true self-devotion than that of teaching. Years of study are required for the physician, if he would become thoroughly instructed in the knowledge of the human system, with all its possible derangements by different diseases, and would learn also then the best means of correcting such derangements; and, after all, his work relates only to the body that is soon to perish. The artist often labors long and diligently to bring out of the shapeless block of marble, some personification of physical beauty. He strives to put life and light into the eyes, power and gracefulness into the limbs, and vigor and reality into the whole system; but when he has done all, the stone remains soulless and unfeeling as it was while it slept in the quarry. But the teacher's work is with the materials of life and thought. It is the care and culture of mind;—of *mind*, which receives and retains impressions and thoughts that are to live without end. For this work the educator of youth should be as the light, the heat, and the morning dew combined, that the living buds and flowers daily before him and so dependent on his influence, may be brought to such perfection, that the richest fruits shall in due time appear.

Young minds need to feel an influence embodied in their teacher, that can lead them strongly, yet patiently and devotedly,—making all dangers in their path plainly visible, while the true gain and the pleasures to allure them onward, shall be kept in constant view. And to do this, it is not enough for any teacher to depend wholly on his previous acquirements in knowledge. Every new day in his work calls for some fresh preparation; for no subject can be so familiar, that something new, either in its principles or in its bearings, may not be learned; and, by keeping his own mind

advancing, he is better prepared to keep up some healthy excitement in the minds of those whom he professes to lead in the race for knowledge,—some of whom, in some things, may not be so far behind him, as he may imagine.

But in addition to knowledge, there should be great care and constant guarding of all his language and conduct before those whom he teaches; for thoughtless actions and careless and improper expressions may leave their blighting influence fixed for life.

The permanent influence which schools exert upon the minds of all who attend them, renders it of great importance that all school associations should be such as to leave on the minds of the scholars the most agreeable and pleasant remembrances. From the longest lives, while the mind is yet active, the memory of school days is never effaced. Aside from all knowledge acquired, there are many other impressions received, which may either add to the enjoyment of reminiscences of the past, or detract from that enjoyment, according to the character of the scenes through which one is led. And for this reason, among many others, everything connected with our schools ought to be rendered attractive. Houses should be preserved in good repair; school-rooms should be kept neat and comfortable. School exercises should be arranged with a view to the comfort of all the pupils; for where a school is made happy, every one of its members will be in a better condition to make improvement of the privileges provided for them. Parents ought always to inculcate the idea in their children, that the school is designed to be a pleasant place for them; and that therefore, any misbehavior there ought to be severely censured. The custom of some of the sterner ones of our fathers, of administering a double portion of the essence of birch to any one of their children who was punished at school, certainly had some true philosophy in it, as bearing upon the aggregate happiness of their children; for most certain it is, that the boy or girl who is permitted to suffer the loss of a salutary chastisement when it is really deserved, will seldom be happy or satisfied with anything, either at school or at home. It is such a loss in their training, at the forming season of their character, as will usually follow them to old age. To correct faults in our children, with firmness and love united, will always add to the sum total both of their happiness and their usefulness through life; and if the work is begun early enough, it can generally be finished, in the main, before their school days begin; and if the work were more thoroughly accomplished at home, our schools would be much happier places for our children, than they sometimes are now. The work of instructing by the teacher, and of learning by the scholars, would then be the principal business of the school, while good order would be much more easily preserved.

School Committee.—WILLIAM PHIPPS, H. W. HUBBARD, E. W. CONANT.

PETERSHAM.

Criticism.—It has been customary in most of our annual reports to criticize each school separately, noticing excellences and defects, commending here, censuring there.

There may be advantages in such a course. It may awaken an ambition among those who do not really love teaching, to make an effort that their names may be mentioned with honor. But teachers who are influenced by such motives, seldom are ranked in the first class, and usually drop the profession as soon as other employment presents itself.

There are, we think, serious objections to such a course. It is comparatively useless. If I employ an individual to do a piece of work for me, and he does it as well as he knows how, finishes the work and presents it to me for my approval, it would be useless then for me to find fault because it is too late. It cannot be altered, for the time is past and the contract effaced. The time to do good or to make useful suggestions is while the work is in the process of completion. So with our teachers. The terms are closed. They have fulfilled their contracts, received their pay, and are engaged in other duties. To criticize them and their labors when they are beyond our reach, is to labor in vain. It can do the teachers no good. It can do the scholars no good. The time for criticism or friendly advice is while the school is in session; even then, not in public, before the school, but in private. The very object for which committees visit a school is to commend its excellences, and correct, if possible, its defects; or, to note what is wrong, and then in a friendly and familiar manner point out to the teacher the best mode by which these defects may be removed. In this way another evil may be avoided, viz.: that of wounding the feelings of the teachers and their friends. A great wrong may be done by praising indiscriminately, or blaming unjustly. A sharp-eyed man can see imperfections in every school. It requires no great tact or talent to find fault. It is one of the easiest things that can be done. Neither is it well to notice every defect. To do this is sure to wound feelings, to discourage from future effort, and to weaken that self-reliance which each one must cultivate if he would be successful in any pursuit. Teachers should be encouraged, not disheartened,—their feelings respected, not wounded. If they have not the requisite tact and energy, they will soon fall from the ranks, their places be filled with others. We would not, therefore, in any case, give pain where we can possibly avoid it. For these reasons, and others of a similar nature, we have not individualized each school, subjecting it to censure or commendation.

We would express our heartfelt thanks to our faithful corps of teachers, who have labored so hard and earnestly in the general interests of education, and, in their particular spheres, for the real improvement of their pupils.

School Committee.—WILLIAM MILLER, JOHN M. HOLMAN, SEXTUS P. GODDARD.

ROYALSTON.

The practice of early dismissals is also altogether bad. Much time is lost to those let off. It is attended with no little interruption and disturbance and it begets uneasiness in many of those who remain. The opening of this business is the signal for restiveness, inattention, neglect of study, and disorder. Another and another is tempted to apply for a pass. Time is consumed in investigating claims. Innumerable dodges are invented. Special pleading flourishes. Decisions often seem arbitrary. The teacher at length grows stern and cross; and the school fretful and morose. When a pass is won, another beaming face disappears at the door, while those retained, frown, sob, or give way to tears, as the case may be. It is painful to witness the closing scenes of many of our schools, when this practice prevails; and we are always relieved when the curtain drops. We have sometimes been tempted, in view of the effect of two or three dismissals during the last hour of the session, to close the school at once, and thus stop this destructive friction.

Some parents, and teachers too, think this practice needful for the comfort of the younger scholars. We do not believe in it even for these. A child old enough to be in the Public Schools at all may go through each session without harm, and be benefited by the exercises and discipline. Observation every year confirms our conviction that children carried through the regular hours, from first to last, take much sooner and more kindly to the necessary order and duties of the schools, and, other things being equal, become better scholars, than such as are treated to the half and half system during the first two or three years of their pupilage. A great deal is learned in the schools by observation; good impressions, important principles and salutary habits are acquired with scarcely an effort. To the little ones, no less than to others, the insensible influence of the school-room is of advantage. And as for the much talked of prejudice to health, and the physical tortures, resulting from the confinement and the discipline of the schools, especially in our short and infrequent terms, and in our small schools, they are much easier talked of, than shown. Such things may be real and serious where the children go to school eight or ten months in the year; but with us we are persuaded that health, and physical development, will not suffer by putting the children, at a proper age, to school, and remitting them to the order and discipline thereof throughout. It is better for them than turning them out in the streets, or shutting them up at home. And besides, if they come in for the privileges of the schools at all, they ought not to introduce that element of disorder and disturbance which cannot be avoided in the practice which we condemn.

And this leads to the general remark, that the common rights and responsibilities inherent in our system of public education need to be taken into serious consideration in all our views and practices that have to do with the schools. It is a grave offence against common justice and equal rights, when the mere convenience or caprice of individuals is allowed to dictate to, or infringe upon the economy of public education. For the public to tolerate tardiness, absence, or the dismissal of certain pupils at unusual hours, without special and sufficient excuse, is to trifle with the great business they have taken in hand, and for which they levy taxes and incur large expenditures in time and money. Every scholar and family is on a common level, and has equal rights here, and is equally bound in all the duties incident to the existence, legitimate action and highest success of the enterprise. It is fit that common participants should yield a ready and impartial regard to whatever the general good demands. Hence the reason and justice of urging the teachers, who are the servants of the whole, to enforce punctuality and regularity of attendance; hold all the pupils to the prescribed hours; exact a justifying reason for all delinquency herein; and inflict appropriate penalties when no such reason is shown. Neither to relieve themselves of care and trouble, nor to gratify unreasonable requisitions of individual parents or pupils, are they to relax these prime regulations. Hence, too, it is just and equal to expect the cordial co-operation of those who send to the schools. It is theirs to see the children off betimes, and accept the legal conditions of their attendance. It is theirs to remember that the schools have a legal claim upon their children; that the State enrolls and peremptorily exacts their attendance, up to a certain amount, unless it is shown that an equivalent in schooling is furnished them otherwise; that the school authority begins from the moment the children depart from home, and holds till they return again; and that it legally challenges the tardy and the absent for any delinquency. The principle is not arbitrary, and it involves no infringement upon the rights of parents, or the home government, unless it can be shown that these rights are independent of, and paramount to, the State. It is legitimate and necessary that teachers should be held responsible for pupils who loiter, play the truant, or are disorderly or vicious on the way to or from school and about the school-house, equally as within doors; and accordingly, they are armed with power to call offenders to account and inflict suitable penalties, in the one case, as well as in the other. And, therefore, it is fit, it is only reasonable and just, to look confidently to the home authority for co-operation. The case demands the joint action and mutual helpfulness of both, and therein consists the effectual means and sure pledge of harmonious progress and complete success, both in the studies and the government of the schools.

School Committee.—E. W. BULLARD, L. TANDY, F. D. AUSTIN.

RUTLAND.

This question has come up to our minds, as we listened to examinations: whether that system, so common, of cramming the minds of the scholars with mere words, is not confusing to the mind and therefore profitless. Words, mere technical phrases, are soon forgotten. The aim should be to lodge the idea in the mind; the vehicle which carries the idea is of minor importance. If merely to hear children spell, recite rules in arithmetic and mouth over their reading lessons, is the most that is to be required of a teacher, then care in the selection is not of so much consequence. All that would seem necessary, is to procure teachers at as low wages as possible, have them hear recitations and assign tasks; but your committee think there should be higher aims than these. For it seems to us desirable, that our children should be entrusted to those who have not taken up the work as a means of livelihood, merely, but to those who infuse life and animation with their efforts, creating a desire for such knowledge as will aid in the establishment of a valuable character.

Superintendent.—ABRAM H. TEMPLE.

SHREWSBURY.

High School.—For many years past, as the population of this town has been increasing, the attention of its citizens has been repeatedly called to the necessity of a greater appropriation for the cause of education in our midst. The addition of six hundred dollars the present year, to be devoted to a High School, is a noble step in the right direction, and meets with the full sympathy of your committee.

Believing it unnecessary to enter into any elaborate detail of the many and very strong reasons for such a measure—the committee are fully convinced that the time has come for action. If we would advance with the rapid strides of improvement—if we would maintain a high relative position for general intelligence, refined taste and literary attainments, with other towns in the Commonwealth—if we would hold out high and noble motives for the best class of citizens to locate in our town, and for retaining those already with us—we cannot longer, as faithful citizens, as benefactors to the rising generation, and true patrons of education, withhold the requisite means to put into successful operation such a High School, at least for part of the year.

To extend to the youth of this town without distinction, the privilege of increasing their education in those higher branches of literature that will fit them for college, for the profession of teaching, for mercantile business and other responsible posts of honor and trust, on the same free principle

that instruction is obtained in our Common Schools, is certainly an object that must awaken a deep interest, and secure the attention of all.

In what way, again we would ask, can we better serve our country and race, than to bring to the greatest number of youth the best privileges of an education? We would not underrate or speak disparagingly of the noble efforts of many Private and Select Schools, the salutary influence of which will extend to the latest generation, but we hail with the deepest interest the more prevailing sentiment of the day, of extending on a more liberal principle, a principle more in accordance with republican institutions, the privileges of a thorough education alike to all; in this way, we are fully convinced we can subserve most surely and extensively the future well being of our country the government of which we have been pouring out our treasures and blood to save from destruction.

School Committee.—GARDNER RICE, ARUNAH HARLOW, EMERSON WARNER.

SOUTHBOROUGH.

One of the most delicate as well as important duties of a school committee is the selection and sustaining of teachers. If the answering of a few questions in arithmetic, geography and grammar, and a proficiency in reading and spelling were always to determine the qualifications of teachers, then the duty of the committee could be more easily discharged. There are important questions, however, the answers to which cannot be fully reached by the committee till after a trial, such as these: Is there the ability to control? Is there judgment for the instruction and discipline of scholars with different mental characteristics and dispositions? Are the manners of the candidates such as would be justly commended if reproduced upon the pupils? Will their deportment out of the school-room illustrate and enforce the moral sentiments which the statute requires to be inculcated in the school-room? Have they a true reverence for sacred things; and will they so use the word of divine truth, which is put into their hands as a reading book for all, that the sacredness of its instructions will be felt by all the school? Will their life and conversation have an elevating influence upon the children and youth who are to be their daily companions? It is highly important that clear and accurate knowledge of all the branches of science taught in the school should be possessed: but with those who are to bear such an important part in forming the characters of our youth, these other things are quite as important.

When the teachers of suitable qualifications are found, they are to be sustained. Here the necessity of co-operation is seen. A teacher's work is difficult under the most favorable circumstances. The result is very unsatisfactory to themselves and others, when they are not encouraged by the sympathy and active co-operation of parents. Without this sympathy

and co-operation, the best efforts of high qualifications and of the most profitable experience, may be, to a great extent, defeated.

School Committee.—JONAS FAY, R. GODDARD, JOHN COLBY.

STERLING.

The rigor and severity by which the pupil learns to obey through fear rather than love, have been less noticeable; and the great secret of success (where failure would have otherwise been inevitable,) has been traceable to this fact, in several instances, that the teacher knew how to control himself, was conscious of his own weakness as well as strength, and could thus encourage and sympathize with those who were constituted in like manner. There may be great virtue in the rod at times; but there is greater virtue in the commanding eye, the even temperament, resolute will and inflexible purpose.

The arguments to obedience and diligence are infinitely more powerful in the latter than in the former case. We are glad to see that corporal punishment is resorted to less than formerly, and that appeals to the moral sense and religious sensibilities are found to be more effectual and salutary in their results.

The relation which the teacher holds to the pupil is like that of parent and child. Anything like rough and brutal management invariably leaves its impress upon the young and tender spirit.

From the behavior it is easy to infer the kind of government, as gentle and lovely, or harsh and unruly.

It is no small matter to entrust our children to others' management; and when the teacher proves ill-tempered or tyrannical, we subject them to the worst kind of injuries and insults. Better the mind left unstocked than the soul blighted by such unfeeling natures.

For the brutal master who would crush the young life out of his hopeful pupil; who would discourage and condemn where he ought only to comfort and assist; who would excite hatred and revenge where only gratitude and love should rule in the heart, we have the most intense aversion! Your committee would respectfully invite all such to withhold their application for our favor as teachers in this town, and would encourage only those to apply to us for employment in whose souls the milk of human kindness, the laws and principles of rectitude and honor, as well as in whose intellects are the enthusiasm, snap and fire of scientific research—classic lore. "He that cannot forgive others, breaks the bridge over which he must pass himself; for every man has need to be forgiven."

School Committee.—SAMUEL OSGOOD, F. D. LORD, A. S. NICKERSON.

STURBRIDGE.

We should be false to our trust, however, were we to neglect to call your attention to the increasing amount of tardiness. In some instances the registers present a very sorry appearance. It is in vain for any parent or guardian to urge the necessity for such irregularity, day after day. If there is any occasion for employing your children in household affairs, time should be taken for such a purpose that is not already appropriated by law and custom. Manual labor and chores should either be anticipated or deferred, for the school hours cannot be changed; nor should the school itself be made subordinate, as it too often is, to the convenience of something else.

In this connection, we must refer to a growing practice of taking the older children out of school a day or several days at a time, during the busy season of the year, and thus breaking in upon the method and discipline of the schools. We believe that in our community there is no pecuniary necessity for this. Those persons who do it are, for the most part, so far as we have observed, wholly able to hire the help they need, without infringing upon the educational privileges of their children. But it is not the tardy and the absentees alone who suffer from these irregularities; they who remain constant to their duty are compelled to bear the consequences by being retarded in the progress of their studies, and by the confusion of all habits of discipline that creeps into the classes from this source. It is useless to complain of the inefficiency of our schools when such irregularities are countenanced. As well might a farmer complain of the barrenness of his fields, when, through his own carelessness, he permits the seed he has sown to be pulled up as fast as it begins to take root. If we thus obstruct the work of the teacher, not only must our schools, but society itself suffer from the damaging influence. These irregularities do not stop with the season of pupilage, they become ingrained into manhood and womanhood, and affix a blemish upon the character of the town. The term of our schools is too short to permit any such waste of time; every day should be husbanded with fidelity, in order to secure the opportunity thus afforded.

But while there are some who are neglectful of their obligations to the schools, there are others who do not seem to understand the responsibilities of the teachers, and undertake to intermeddle with them contrary to law and good taste, or discretion. It sometimes occurs that a parent, more ambitious than wise, visits a teacher with maledictions, or reproach, because she does not introduce some branch of study which he thinks desirable and important for his child to pursue; and, in return for what he deems her obstinacy, he insinuates against her capacity, and endeavors to disparage her position in the minds of those who are unfortunate enough to listen to

his folly. It sometimes happens, also, that a parent is offended by the chastisement his child has received at the hands of the teacher, and he assumes the right to retaliate in person, by hard words and threatening demonstration. Now all such things are unlawful, and cannot be justified. The teachers will be protected in their rights against all such improper treatment. The statute has made express provision for certain studies in our Common Schools, and given to the committee discretionary authority to introduce certain others, if they deem it necessary or advantageous ; they are the sole judges ; the teachers are empowered by them and cannot go beyond or aside from the instructions of the committee. If anybody has any complaint to make, the committee are the party to hear it, and any recourse to the teacher, like that above referred to, is improper, unworthy of any good citizen, and in every instance deserves rebuke. But if at any time the treatment which children receive at school seems to be unwarrantably severe, the parents of such children cannot lawfully take the matter into their own hands, and it is a breach of good manners, to say nothing more, for any such to make their appearance before the assembled school and undertake an angry controversy with the offending party.

We deem it proper in this place, to urge the importance of establishing, somewhere in town, a school whose term shall last throughout the year, with only a short vacation, to which children from all sections may be admitted. There are children enough to make such a school practicable ; and all but those living in the very outskirts, who have no opportunity for observation, must see the advantage which it would bring to the community. The method now pursued, of having only a summer and a winter term of twelve weeks each, is sufficient to satisfy the letter of the law, but inadequate altogether to meet the requirements of the present generation, which demand a wider diffusion of intelligence than was contemplated, or even deemed practicable when the statute, favoring popular education, was originally enacted. We have not a sufficient number of inhabitants to bring us within the legal provision for a High School, nor is that the kind of school that is especially needed in Sturbridge ; but a mixed school under the supervision of a principal and one or more assistants, is very much needed to supply the defects of our ordinary District Schools, and were it once established long enough for the people to witness its operation, we believe none would be willing thereafter to dispense with it. The interval between the school terms is so long that nearly half of each term is consumed now in perfecting the methods of instruction, and establishing the discipline over the pupils. The process is often hindered by the frequent change of teachers. Every new incumbent must take time of course, to become acquainted with the children, to learn their acquirements, aptitude and disposition, so that really we can make but little progress from season to season, and from year to year. If we had a school like

that recommended above, these difficulties would all be obviated, and the cause of education would advance in proportion to the facility thus provided. But the advantages of such a school would not be limited to the mere acquisition of knowledge; it would have an indirect influence to promote the good morals of the children, by furnishing useful employment to them during the time that would otherwise be spent in idleness, or in questionable pursuits. Many would be kept in restraint by a wise discipline, who otherwise would grow up in wantonness. And we may urge, in addition, the healthful advantages of attendance upon such a school. It is better for the physical health of children to have regular mental occupation day after day. The experience of most people will attest to the fact, if they will but observe, that the change from school to recreation, and from study to manual exercise every day, is more advantageous, intellectually and physically, than the practice we now pursue. There is a great deal of talk expended upon the evil influences of mental application; but for one child who is injured by it, we might point to scores who are permanently disabled by habits of idleness from discharging, in after life, the proper duties of manhood and womanhood and good citizenship. We have no fear that our children are in danger of overtaxing their brains. The danger lies at the other extreme, and in this recommendation we suggest a remedy, which we hope will some day be applied. It only needs that sectional prejudice should be laid aside—that incarnation of selfishness that is forever rising up in our country towns and rural districts, to dispute the progress of the community in whatever shall develop and illustrate the uses and the happiness of life.

School Committee.—JOHN A. BUCKINGHAM, HENRY E. HITCHCOCK.

SUTTON.

Common branches of Learning.—The important branches of orthography, reading, writing and arithmetic, have received special attention, while none of the other required branches have been wholly neglected. It has been the constant endeavor of your committee to revive the study of the history of our own country, which has been partially laid aside, and we are now determined to make the introduction of it, into every school in town, imperative.

The very great number of questions and problems in our series of arithmetical text-books, to be fully answered and solved, necessarily absorb a large share of the school-hours; so that, while we are gratified to find among our pupils, many good mathematicians, we have, to our regret, few good grammarians. And it may be true in part, that the mathematics have flourished at the expense of grammar. If this be so, we are constrained to urge that, for a while at least, grammar be revived even if it

must be at the expense of the mathematics. But we think there is another obvious reason for this deterioration in grammar; and that is the unfortunate introduction of text-books ill adapted to the wants and capacities of our schools. Under the influence of such books, time-honored and unimpeachable definitions and rules have been unsettled, while a critical, etymological and syntactical parsing has given place to a showy and pedantic analysis.

School Committee.—I. B. HARTWELL, M. E. CROSSMAN, A. W. PUTNAM.

TEMPLETON.

Interest.—In visiting the several schools in town, one is struck with the great difference, not to say contrast, which is observable in classes in different schools pursuing the same subject, in the interest manifested by the pupils in their studies or recitations. Here we find a class answering the questions, read by the teacher from the book, without the least apparent emotion—not seeming to regard the subject as of much consequence; and though the answers may be given in the precise words of the book, the tone of voice, the countenance, the eyes, all show that there is not a particle of interest felt in the lesson. Again we see a class called to the recitation seat, under another teacher, whose eyes sparkle with pleasure, and whose every feature indicates a lively interest. Now it requires no gift of prophecy to tell which of these classes will be most profited by their studies. We are aware that there is a great difference in the mental endowments of pupils, and that all cannot be made alike interested in their studies. Yet we know from what we have seen in our schools, that a judicious teacher, who feels himself animated with the importance of the subject which he teaches, will do much, very much, to awaken an interest in the dulllest, even, of his pupils. Again we are sometimes told that the study of some branches is dry and uninteresting. This is often said of the study of English grammar. But is this necessarily so? Take the dulllest class you can find in the school-room, follow it to the play-ground, and there watch its members in their innocent sports. Are they not all animated, lively, and happy? They all seem to enjoy the free exercise of the muscles of the body. Is it true then, that those God-given faculties of the higher nature are not as susceptible of pleasurable emotions when properly exercised in gaining knowledge, and thus developing their power, as that caused by the exercise of the muscles of the body? We think the converse of this is true; and that the fact that some branches taught in our schools are uninteresting to the pupils, is not so much in the subjects themselves, as in the defective manner of teaching them. Take for instance that of grammar. Let the teacher take a class of beginners, giving them full credit for what they already know of the subject; let him present

before them some familiar object and ask the class to give its name, and then let him inform them that all names are nouns, and when this is perfectly understood and remembered by the whole class, let him present another element, and so on, explaining everything fully, till each member of the class can give him a correct and intelligent answer to every question he may ask concerning it. Let him pursue this course for a few days, introducing only one thing at a time, and never presenting a new one until the previous one is thoroughly mastered, and he will be surprised in a very short time at the interest awakened, as well as the improvement attained; if he has never experimented in this way before.

School Committee.—GERARD BUSHNELL, LEWIS SABIN, EDWIN G. ADAMS.

UPTON.

Much depends on the wisdom and ability of the teacher; yet the success of the school is not entirely in his or her hands. Many a teacher has been discouraged, perplexed, and almost broken down, under the indifference or covert opposition of parents and guardians of those under their charge. Insubordination has sprung from the opinion inimical to the teacher, expressed by the parent in a careless and thoughtless way, before their children. We criticize the schools in public places, and in presence of every grade of pupils. This habit leads to irreparable mischief. The school, like all things human, is liable to mishaps and mistakes. But these made the food of store-gossip, the idle talk to while away an hour, or to gratify the inquisitive and furnish materials to the tattling, produce consequences no human eye can follow. There are, in every life, moments when the slightest influences change its whole after character. This is especially true of those of the age of the older pupils in our schools. Interests so momentous, and influences so far-reaching, ought not to be jeopardized by a want of prudence. We appeal to you, as interested in the highest welfare of our children, and a common humanity, to visit any carelessness or thoughtlessness in regard to the expressed opinion of schools, with the severest disapprobation.

School Committee.—EDWIN NELSON, VELOUROUS TAFT, GEORGE S. BALL.

WESTBOROUGH.

It is highly important, so far as the actual substantial benefit of an education is concerned, that the teachers in all our schools should, as far as possible, by familiar oral instruction and illustrations, and by so unfolding the principles and applications of each branch studied, that the pupil shall clearly understand them—cause that all the knowledge imparted and acquired shall be of practical use in the transactions of future life.

This should be especially arrived at in arithmetic, so that when the learner has gone through a rule of process in his class-book, he may readily and correctly apply it to all similar problems. Here most of our scholars, either for want of thoroughly understanding the principles of what they have been taught, or want of reflection on the character of the new problems presented to them, very generally find themselves unable to do what is expected of them.

In order to accomplish much in this regard, all the branches taught must have a practical shape and aim in the teacher's own mind. Merely to have ready in the memory what the book says, is not enough to make a good teacher. To know why and on what principles the statements and directions of the book are given, and to be able to make the pupil see all this, is no less essential.

In this connection it may be said, that it is to be regretted that in our schools the reading books used, instead of being mere collections of elegant extracts in prose and poetry, could not be made to contain the outlines of some of the most interesting and important sciences, together with condensed portions of history, biography, &c. They would more readily attract and fasten the attention of the pupils, the reading lessons would be much more willingly studied, and not less advance probably would be made in the art of reading; while, at the same time, the pupil would be treasuring up stores of valuable knowledge. With all the advantages of our schools, our youth come out of them, after having gone through the usual round of study, with but little knowledge, compared with the time spent in obtaining it.

One other remark in close connection with the foregoing may be made. It is often said, that almost any teacher will answer for this or that small and backward school. There can hardly be a greater or more fatal mistake, than the too common one—that a teacher of very limited attainments, and little experience or tact, will answer for a small, backward school. Such schools have generally been made backward and dull schools by having had backward and dull teachers; and if anything is to be made of them, they must have the very best of teachers, those who can impart the most book and oral instruction in the best manner,—those most versatile, sprightly and fertile in devices for exciting and sustaining interest in unthinking, roving minds. It is not enough in such schools that the teacher knows more than any of her pupils. She ought to know a great deal more, and know too, how to use her knowledge in the most attractive and impressive manner; and more than all, know how to find a way to the mind and heart of her pupils, waken up thought and feeling, and, as it were, turn death and darkness into life and light. How can we expect to see evidence of thorough, practical school training, in pupils in dull and

backward schools, conducted by teachers of low attainments and little experience or tact in their work?

Thorough and practical teaching in all our schools would be greatly facilitated, by having the school-rooms furnished with good maps, globes, a few books of reference, and some simple apparatus for illustrating the more important matters occurring in the lessons; and the pupils would feel a more lively interest in their studies. Those who have not often visited the schools, or given special attention to the subject, are, probably, not aware how much more the labors of our teachers, and the money appropriations for schools would amount to, if such facilities were placed in all the schools.

School Committee.—D. GREENE, Z. GLEASON, B. A. NOURSE.

WEST BOYLSTON.

While we have made a decided advance upon a former age in better school-houses, better text-books and better teachers, the question has forced itself upon your committee the past year whether, in respect to good government there has not been such an actual decline, as to counterbalance, in great measure, all these improvements. No one acquainted with the economy of the school-room can doubt, that a term spent under a steady and wholesome discipline, even with very inferior books and apparatus, is worth more to pupil and society, than the same schooling with all the modern improvements, if the school-room is only the scene of half smothered rebellion. Good government, with a poor house and poor books, is worth vastly more than poor government, with the most approved modern appliances. All scholars, the moment they enter school, expect to be governed, and, if need be, punished; they expect, too, to be required to do their whole duty in regard to study, as well as behavior. And the teacher who fails to understand these demands of the times, in regard to the maintenance of vigorous discipline, will find that he is rapidly losing the love and respect of the school and community, while all that he gains will be their pity or their contempt. Still the year has not been one of marked good deportment in our schools. While many of them have appeared well, there is ample room for each to stand higher in this respect than they do at the present time. Some schools have been rendered almost worse than none through a spirit of insubordination. General kindness and mutual esteem between teacher and pupil, have not been universal; while several cases of severe discipline and open rebellion have come to the knowledge of the committee. The difficulties connected with school government, instead of diminishing, are plainly on the increase.

Your committee are pleased to report that you have much more than got your money's worth of schooling this year. We have good teachers,

though poorly paid with less than mechanic and kitchen wages. If you have got your money's worth, find no fault. The tuition of your scholars has cost you one cent and seven mills a day per head. If any one grumbles that he did not get his cent's worth, let him pay two cents next year, and see if he can hire with it some teacher nobody can find fault with.

So long as we fail to maintain a High or even Grammar School, our District Schools are our all. If they are poor, yet are they our best. In these eight Common Schools, the majority of our youth receive their highest education. They constitute our Primary, Grammar and High Schools, for we have no other. If they are primary in the front seats, they are our graduating schools in the back row. Then, if we can have nothing but District Schools, let us endeavor to make them as useful as possible. It is no time to cripple the energies, and diminish the usefulness of these schools. If they ever needed it, they especially need fostering now.

Co-operation.—By co-operation, we mean the hearty working together of all lovers of youth, and the benefactors of the town in the glorious cause of education. Joint instrumentality is essential to highest success. If we cannot unite in church polity and on political questions, still let nothing separate us in school matters. Our children must be educated together. Private tuition is but partial education—nor is it at all democratic. No appropriation of funds however liberal, no selection of teachers however judicious, will raise our schools to the rank they ought in justice to attain, without an undivided public interest in them. Then if vagrancy and vulgarity, idleness and profanity is the tendency, let them be unitedly resisted. Our sacred shrines of knowledge had better be demolished, than become the sanctuary of hypocrisy and vice. Let us all unite together in exterminating the vices of the street, and in training up our sons and daughters for usefulness and virtue.

The school stands nearest the family of all our institutions,—is indeed an extension and image of it. As is the family, such is the school; such is the neighborhood, the institutions, the man. They say the household pieties are fading out from our hearthsides, and disappearing. If so, it will not be long before the infidelity will be repeated in our schools, our churches, our institutions, our men. Parents should co-operate with committee and teachers, still more than heretofore, by frequent visits to the "people's colleges." Far better dispense with the visits of the committee, than those of the parents. The committee have only an official duty, the parents have a responsible one. Our schools are no longer the dismal places some of our old people remember; if they were, who would think of sending his children there? or, sending them, would take his part of the infliction, by entering himself? Neither is the scholar any more the scape-grace and by-word of literature, as when Shakspeare sang of

“The whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school.”

And we wish there were more parents who, like some in town, think their work not done, when they have sent their children forth from the parental roof. These watch the conduct everywhere. When possible, they are frequently at the school-room, sitting by the side of the teacher or pupil, in earnest co-operation for the well-being of the child.

Friends! emulate the praiseworthy example. It will do you good thus to linger amid these nurseries of thought, and worship at the sacred shrines of knowledge. Children save us, rather, we are saved by being children, as Christ said.

A blessed result to our schools arising from this hearty co-operation would be regularity. Seasonable in the morning, and every morning, orderly during the day, regular in study and in play, should be among the mottoes of the school. Only united effort can carry into effect the great endeavor of these maxims. All heads and all hands must join to train free, rollicksome childhood in habits of order and precision. A glance at the absent and tardy columns in the registers, would give those who preach economy in hard times an astonishing lesson in profit and loss. No figures, however, can set forth the magnitude of the evil. Of course, some of these blemishes were unavoidable. Sickness may be a palliating plea for some of the absences; tardiness, however, cannot thus be excused. Quite as important is the loss of time by early dismissing pupils at their own or their parent's request. Scholars should be allowed only a given number of excused hours—say one a week—and their increased progress would speedily show the benefit of such a rule.

A common way of testifying dissatisfaction of a teacher has been by taking the child from school. Parents and guardians thus rob their children of part of the munificent bounty which rightfully belongs to them. Some who have theoretically right ideas of order, are too apt to throw aside their principles, when their own children are in difficulty. The man who is governed by his son at home, thinks things have come to a strange pass, if that son cannot be permitted to govern the schoolmaster. The child who rules his parents has wished to rule his teacher.

While it is true that inefficient teachers have occasioned bad conduct on the part of scholars, yet it has been a rule, with but few exceptions, that the child taught submission and obedience at home, has practised them at school. But if when flogged, young America has come blubbing home to an indignant mamma, who has abused the teacher, instead of chastising the boy again and sending him back, he has proved a perpetual nuisance to his district. In a word, when a boy has been always a trouble in school, the source of the trouble was at home.

Parents! we appeal to you. Have you knowingly allowed your child to play the truant, or for trifling cause, to absent himself from school? Have you suffered any dislike he may have causelessly taken to the teacher, to be cherished by him, until it has broken out at length in open revolt? Then have you committed a great wrong to your child, and to the whole school. Then have you marred his future prospects of a virtuous life, and the contamination has tainted all his associates.

Finally, in the education of your child, strive for completeness. A proper education implies the proportionate development of man's whole being. Body, intellect, soul, should be disciplined. To-day, the attention of our educators is turned more than heretofore to the physical training of the young. And it is come to be pretty generally believed, that a child of five, or even seven summers, had better grow muscle and sprout towards manhood, than to pine away six of the twelve hours of day in ill-ventilated and unhealthy school-rooms. Children need recreation, and recreation they will have; one province of education is, to see that it be healthful. Play is wholesome. And a teacher should have much good company in him,—the tact of making himself as agreeable out of doors as inside. Dullness is intolerable, and dreaded by all—by children especially.

To gain an honest living, and to discharge the ordinary duties due state, church and God, is the sphere in which ninety-nine hundredths of all the people born into this world are to move. Education should fit for these common, yet high, social and moral duties. We should ever remember the teacher works, not upon perishable marble, but upon immortal canvas—he paints for eternity. So unequalled in power and honor is the educator's employment, that angels from all their glory might stoop to share in the work. It is to mould the might of mind, than which when it speaks out, God's thunder is not more audible. From these suggestions then, may we all bear away through the years before us, the thought that true education is to fit for the school of eternity—for the manhood of the soul when the tuition of time is ended.

Your committee have heard that school reports are proverbially dull and prosy documents, and they more than half believe there is truth in the insinuation. But we see no good reason why they should be less attractive or less worth perusing than other writing, so long as children and youth are the ornaments of our homes, and their education the prime interest of our towns and Commonwealth. Friends! read the report, and if there be merit in its suggestions, profit by them.

School Committee.—DANIEL ATKINS, JAMES H. FITTS, JOSEPH W. CROSS.

WEST BROOKFIELD.

The quality of our schools depends much upon district agents. They select and contract with the teachers. The superintending committee may determine as to their literary qualifications, and after they have commenced, as to their ability to manage, but when a teacher is once in a school, we naturally hesitate to remove him, unless for some very palpable mismanagement. When we visit a school, we do not always see its greatest faults. An agent living in the district and faithfully attending to his duties, will know much more of the general character of a school than can be ascertained by occasional visits. Among the duties of prudential committees, as specified in the statutes, is that of giving information and assistance to the school committee of the town, to aid them in the discharge of their duties.

Let all be faithful, as was the agent in District No. 1, the past year, and it would do much to improve the character of our schools.

School Committee.—W. B. STONE, S. N. WHITE.

WINCHENDON.

Prudential Committees.—The agents of the several districts have important duties to perform, and the prosperity of the schools depends very much upon their intelligence and fidelity. We bear cheerful testimony to their ready co-operation with us in all cases where joint action was necessary, and to their discretion generally in the selection of teachers.

School Committee.—A. P. MARVIN, E. S. MERRILL, G. A. LITCHFIELD.

The undersigned after serving on the school committee, more than twenty years, finds himself, owing to engagements which require him to be absent much of the time, unable to give that attention to the schools which every faithful member of the board must feel bound to render. In these circumstances he is constrained to decline being a candidate for re-election at this time. While feeling that a release from the onerous duties of a member of the committee will be a relief, yet his interest in the scholars of the town, his respect for the noble band of teachers who have them in charge, and his cordial regard for his associates in the school board, give a tinge of sadness to this parting act.

During the last twenty years the schools have made, on the whole, steady advancement; in some districts two schools have taken the place of one, much to the advantage of the pupils; a High School, of the first grade, has been established, and carried on with gratifying success; and during all these years, there has been uninterrupted harmony in counsel and in action, on the part of the superintending committee. All the gentlemen who have been associated with the subscriber in the care of the schools, will ever be held in kind and respectful remembrance; but in

this connection, it will not be deemed improper or invidious to speak in terms of special respect and regard of the Hon. Elisha Murdock, the faithful and efficient colleague in some eighteen years of service. He was always interested in the welfare of the scholars, and never suffered pleasure or business to interfere with the claims of the schools upon his attention. For this devotion to their improvement, the classes who have successively gone out from our schools, will ever remember him with sincere gratitude.

Hoping the town will be served as faithfully as by the undersigned, and more efficiently, in the future, he takes his leave, with the earnest prayer, that the people may be blessed, by a benignant Providence, in all their interests and avocations, and especially in the education of their children. Respectfully,

A. P. MARVIN.

WORCESTER.

Nor can the increase of salaries be deemed extravagant. It was only simple justice to our band of faithful and devoted teachers. As competitions were caused by various prosperous interests, calling for female talent and skill, and offering liberal compensation, it was demanded by the best interests of education that the teaching profession should not suffer or be degraded. Our Primary School teachers have received even less than cooks and housemaids often get with more ample accommodations and more luxurious living. While if a girl in the shop, at the mill, or behind the counter, receives wages even equal with the teacher, as she often does, she receives a premium in the fact that she may begin to support herself at fourteen or fifteen, earning wages while she is fitted for her vocation; while on the other hand the teacher must for at least four or five of the same years incur heavy expense before beginning to earn support. Money is not only the security from want, but the purchase power of resources and facilities for extended culture, and is in so many ways the representative of freedom and power, and higher values, that it is with no merely low mercenary motive that we endow with it liberally any profession that we would honor and exalt and improve. Parsimony in this matter is the most wretched and suicidal economy. Though the committee would be prudent, and reluctant to increase the enormous burden entailed upon the coming generations by the war, they would also remember that a good education is a better legacy than gold, and that the rising generation if liberally educated will easily carry all necessary burdens, while if crippled by our parsimony, we rob them of the very power to pay the debts we leave them. As in all other departments of service, the best workmen are in the long run the cheapest. Most especially here, where quality not quantity of work done is the chief consideration, this is true. When Public

Schools are poor, Private Schools multiply, adding just their cost to the public burden. Could we place our Public Schools in a rank beyond all competition, so that they should command the patronage of rich and poor alike, it would be readily seen that the best schools are the cheapest.

The system of object teaching, which has largely found favor of late, has been somewhat introduced into the schools of lower grade. The manual prepared by N. A. Calkins, has been furnished to all such teachers as desired it. Its use has not been prescribed in any systematic way, but has been desultory and incidental, depending upon the choice and interest of the several teachers. In some cities this system has been pressed to an absurd extreme, becoming a mechanical drill, committing long lists of technical names, learning words more than ideas. Yet used with discrimination and good sense it has great value, in training the faculties of observation and comparison, in making study real and practical; and it should be cherished and commended to all teachers of the younger children as a happy method of enlivening a school, relieving the young minds from a wearying study of books, kindling their interest in passing scenes and surrounding objects, and giving them a store of information on common things beyond the range of their technical studies.

The experience of the last seven years has demonstrated, what was doubted in the beginning, that the employment of a superintendent, who should give his exclusive attention and time to general service in the school department, would be an actual saving of expense to the city. His care in all prudential matters has actually lessened the cost per scholar, which, even with his own salary added, and all the enhanced prices incident to the war, has not reached the yearly average before the office was instituted. But better results than this have been obtained. It is believed that the general order and discipline, the success and efficiency of the schools have been in so many ways promoted, that at even the same cost, the office would have proved in every generous estimate a wise and true economy. The continued growth of the schools, and the widening of this sphere of labor, have convinced the committee that the force in this department may well be increased. It is not that two men are needed to do the same work which has hitherto been accomplished by one, but that there is ample opportunity and call for more work in this direction than any one man can perform. If in accordance with the statutes of the Commonwealth the prudential affairs and office work shall be committed to a clerk or assistant, the superintendent will be left free to give his whole time to visiting the schools; studying the educational literature of the day; familiarizing his mind with the most recent methods and suggestions of the best educators of our time, then bringing the results of his experience and study directly to bear by consulting with the teachers, and advising them, and making his presence and power felt throughout our schools. Liberality in such an

outlay of money, though some might cry, "why this cost?" would amply repay the community in results beyond the reach of money to measure.

Another method is to hold scholars more rigidly to the prescribed course of study. After several years of careful attention to the subject, examining the course laid down in other schools of similar rank, watching the results of experience in our own school to see how much is practicable in a given time, where the course might wisely be abridged or extended, and so modifying it as occasion required, the committee now believe that nothing superfluous is embraced in the course prescribed, that all it contains is valuable for instruction and discipline, and that all can be accomplished in the allotted time without overtasking the mental or physical strength of any girl or boy with fair abilities and average health. We would here respectfully suggest in passing, that the preparation of a curriculum of studies for a High School course might fitly engage the attention of our State Board of Education. Some degree of uniformity in our different cities and towns is desirable. And whatever the size or the circumstances of the school, the possible and most desirable attainments of a four years' course would be, for the most part, the same in all localities. A well wrought plan issued not as a matter of compulsion, but of recommendation, would come with a weight of authority from the central board which would command respect and have a happy effect. Our aim has been to prepare a well balanced course in which the four departments of physics, mathematics, English literature and foreign languages, should each furnish a line of continuous study, and each have just attention without monopolizing an undue share to the exclusion of any other. Though open to improvement it is at present giving general satisfaction. With its offer of elective studies it contains nothing that any pupil, whatever his destined calling or career in life, can afford to neglect or despise. Why shall not all be held strictly to it as at West Point, at College, or in Primary Schools? But this uniformity can be secured only by the willing assent of parents. Inexperienced scholars, blind to their own best interests, ignorant of the value of a study of which they yet know nothing, exaggerating its imagined difficulties, for the sake of an easy time in school, too often persuade their over indulgent parents to excuse them from pursuing some study assigned, and thus cheat themselves of a valuable acquisition, and entail upon themselves a life-long loss.

For the School Committee.—R. R. SHIPPEN.

HAMPSHIRE COUNTY.

AMHERST.

Condition of the Schools.—The year has been one of success to our schools. The most have been good, and some have been excellent. There has been more of a spirit of scholarship and good order. This was to be expected, as the natural fruit of our system. The culture begun in the Primary Schools, and flowing on from year to year, is just reaching its height and beauty in the Grammar and High Schools. We are beginning to see the difference between a systematic course of study and a hap-hazard course. The one gives a finished, and, so far as it goes, a complete education,—the other finished nothing, and left the education in fragments. Those who are familiar with the scholarship under the old method, and with that under the new, need not be told that the difference in actual culture is very great. Indeed, culture under the old method, was just about impossible. Nobody sought it, or expected it,—but, under the new, it comes as naturally as fruit from the tree. Our graduates may justly claim a place among educated men and women.

Superintendent of Schools.—In accordance with a vote of the town, the committee engaged the services of Rev. C. L. Woodworth, as superintendent of schools, at an annual salary of \$450. The care of the schools has mainly fallen upon him. The committee, however, have stood ready to aid him, either by advice or labor, when called upon. They have endeavored to be present at the close of the schools, and at the examinations of scholars for promotion to the higher grades. Between them and the superintendent, there has been the utmost harmony of opinion and action. Unfortunately for the experiment, the superintendent was called to another field of labor, and was obliged to resign about the middle of the winter term. But the trial went far enough to satisfy the committee that the office ought to be made a permanent one. It stands clear, that one mind having control of the entire educational work of the town, could better grasp the system in whole and in detail, and give it unity and thoroughness, than a committee of several, giving such odds and ends of time to the work as they could command, could possibly do. One man, competent to the work, would have the whole field in mind, would be familiar with every plan and want of the schools, would hold the teachers to the system, and infuse into the scholarship of the town the same spirit and discipline. We therefore recommend, that an appropriation be made for superintendent the coming year, not less than was made the year past.

Words vs. Ideas.—It is a common fallacy, that education consists in going through,—“doing”—a given set of text-books. Scholarship is too frequently rated by the amount of books which the pupil has “done.” On the same ground, persons are often recommended as competent to assume the work of teachers. And yet in both cases, education may mean simply words, and the mind lack real discipline and power. The constant tendency in the school-room is to memorize the text-book,—to learn words, words, words. And the fault here is quite as much the fault with teachers as with pupils. It is possible, we think, under such a notion, for the scholar who marks first in his recitations, to know least. He may, by an effort of memory, have lumbered his mind with the words of others, while his reflective faculties are as weak, and his mind as destitute of thought, almost, as an infant’s. Every student knows the meaning of “cramming,” for a recitation or an examination, and how speedily everything is forgotten with the special occasion which called for the effort. The memory is the chief faculty to be relied on, in the education of the child, until he is perhaps twelve or fifteen years of age. Hence those studies which require especially to be memorized, should be pursued during these years, as geography, history and the like. And the committee suggest it to themselves, as a question which may require careful review, whether mathematics, which requires the use of the analytical and reasoning powers, are not too early and too extensively introduced into our Primary Schools. Nevertheless, they would not forget, that the great object of our education is to teach the pupil to think, to give him trained mind, able to master principles, and to grapple with the varied questions which interest our human life.

Moral Condition of the Schools.—We wish we could speak as favorably of the moral condition of the schools as we can of their intellectual. The school-room is not chiefly for moral and religious instruction, and yet the teachers and guardians have striven continually to educate the conscience of the pupils as well as their intellects. We would not assert that the public sentiment of the schools is not on the side of order and honor, yet in too many cases, there has been evinced a lack of moral honesty which is annoying. It is a question which ought to be very seriously considered, as to whether with our seven or eight churches and Sabbath schools, we are still educating public criminals. In two instances, at least, small boys have made themselves gravely responsible to the law, and it might have been invoked, perhaps, with good effect in other instances. These boys were not made criminals by the schools, but in spite of the schools. Had the family and the church done their duty as faithfully as the schools, there would have been, we believe, no occasion to call upon the law. We have made profanity and obscenity punishable offences, and have, in a measure, succeeded in banishing them from our school-grounds and school-rooms; but how shall we eradicate the evil habit, while parents and public senti-

ment allow their use elsewhere? This work of moral education belongs mainly in the family and the church, and if it is not imparted there, no one ought to be surprised if the Public School fails to impart it.

Boys Unemployed.—It may admit of a question, whether the normal condition of labor is not also the condition of virtue. The child with nothing to do beyond attending school from year to year, has, it would seem, something more than a healthful leisure. And where any considerable number of such children are growing up together in a community, it is not difficult to see that they will lay their heads together for mischief, and will corrupt each other. We are not so sure that wisdom is with us. Possibly the old way was the best. The boy used to gain health and vigor in honest toil,—he learned the lesson of industry, self-reliance and usefulness. Now the fathers toil and the children idle. This remark applies to a class that is growing larger from year to year. Is it not possible that legislation will need to employ its suasion by and by, to compel every boy to work at some useful occupation a given part of every year, as well as attend school for a certain time? We do not speak positively,—we only suggest. The evil we have named is great; let every friend of our children and youth be on the look-out to correct it.

High School.—The success of our educational system depends largely on the High School. This stimulates and lifts up all the schools below it, and, as a general fact, they will be what the High School makes them. If it demands, as a ground for admission, nice and accurate scholarship, it will be secured, otherwise not. The reputation of our schools abroad, also depends mainly on the character of the High School, and people will be invited here for educational purposes, just as the High School maintains its elevated position, and dignifies the entire system. The citizens of the town need not be told, that the schools have paid for themselves, many times over, in the wealth brought here by those who have sought the town as a place to educate their children. While it would be difficult to estimate the increased valuation of the town, in consequence of the high character of our Public Schools, every owner of real estate in the town knows that, within the last five years, his property has increased in value from a quarter to a third, while the tendency is still upward, and the explanation of it is, our town has become exceedingly desirable as a place in which to educate. The taxes of the citizens have been paid back to them many fold, by the added value of their farms, their factories, and their houses. A policy, therefore, which has been so eminently for the pecuniary, as well as the educational weal of the town, will not be changed or given up. The town will see to it, that the schools do not languish for the lack of anything needful to their highest success. We are confident that you will give them the same liberal and fostering care in the future that you have given them in the past.

School Committee.—R. B. HUBBARD, J. H. SEELYE, W. A. DICKINSON.

BELCHERTOWN.

It is desirable that the districts of the town should be so arranged as to give the best possible accommodation to all, and, at the same time, make the number of pupils in the different schools more nearly equal. In this respect there might be, we think, some change to advantage. Where schools are very small, they might be united with others. This would lessen the expense per scholar, and increase the length of the terms. For example, it costs twice as much per scholar for a school six months in length on Great Hill, as it does in some of the larger districts. This is equally true of some other portions of the town. Could the number of districts be diminished, it would, on many accounts, be a gain. It certainly will do no harm, to consider whether it cannot and ought not to be done.

The town appropriated last year three thousand dollars for school purposes. It was a noble step in the right direction. The average length of the schools has been, in consequence, a little more more than six months. Another year, the average will be still greater, because we did not derive any benefit from the increased appropriation of last spring, until this winter. Our State Common School system is a munificent one. It is our pride and hope. We have failed, hitherto, fully to comply with its requirements. There are difficulties in adapting it to our extended territory, but we can overcome them if we will. We rejoice in the increasing interest which seems to be manifested in the cause of education. We believe that the movement which is now in progress, the design of which is to procure the establishment of a school of higher grade, presages the dawn of a brighter day for all our schools and for the town itself. Let us labor unitedly to hasten its coming.

School Committee.—WILLIAM N. FAY, GEORGE O. HANNUM, PHILO D. WINTER.

ENFIELD.

The prudential committee is chosen because he has never held the office before; consequently, it is his turn now; he is a kind neighbor and a good citizen; and last, but not least, he will hire a cheap teacher and have a long school. The probability is, he has not visited a school in twenty years. He is about as well qualified to select a captain to navigate an ocean steamer, as a teacher to take charge of a Public School. If he should become better posted during the year, by observation and reading reflection and experience, it would be too late for the first year, and of no value the second; because he must let his neighbor have his turn in honor, and the privilege of hiring a friend.

What can the examining committee do? The candidate has been hired, and secured her boarding place. Notice has been given that the school

will begin that morning, and the prudential committee brings the young lady, with trunk and band-box, to be examined and approved. She is not well qualified to teach; but in a social point of view is a worthy young lady, and ought not to be disgraced. The prudential committee thinks he has done well, and he might not do any better if sent back a dozen times. What shall we do? Give her a certificate of course! A man with his hands and feet tied, your committee have found, is very much at the mercy of circumstances.

It seems to us advisable to do—as the most intelligent towns have done—throw aside the miserable system of districts, and have fewer schools but better ones—more scholars and more terms—more expensive and better teachers. Let those who are the best posted select the teachers; and as they acquire experience, keep them in office till better can be found to take their places.

School Committee.—J. A. SEYMOUR, G. KNIGHT, W. B. KIMBALL.

GRANBY.

More attention has been given to reading and spelling than formerly, and with marked success. These are branches which should have particular prominence, because they are refined accomplishments, and are indispensable in pursuing other branches successfully. The art of teaching to read and spell is by no means perfected. Scholars are generally allowed to read too much, while the manner of reading is neglected. Reading through book after book amounts to nothing, while the scholar knows little or nothing of the principles of good reading. He should not be allowed to leave a piece until he has mastered it in every particular, even if he learns it “by heart.” Tone of voice should receive attention, as well as articulation, accent, emphasis and inflection. It is gratifying that this subject is receiving increased attention.

School Committee.—S. M. COOK, H. H. STERNS.

HADLEY.

It ought to be kept in view by those who desire to see our Common Schools steadily improving, and accomplishing the important ends they contemplate, (and to this class we confidently assume the great majority of our own citizens to belong,) that these results can be secured, not by any single agency, but only by the combination of several pre-requisite conditions. There is need of the school-house, suitably located and built, and supplied with the various necessary conveniences for study,—and this it belongs of course to the community to furnish. A judicious outline of study must be prescribed, such as it is ascertained by experience that a scholar of average

capacity can pursue with profit. And furthermore, and commonly much the most essential of all, the actual business of education must be committed to the hands of a well-qualified teacher. It perhaps admits of question whether the indispensableness of this last-mentioned condition is popularly appreciated as it deserves to be, particularly with regard to the schools of the lowest grade. Many seem to have the impression that any young lady who has studied for awhile at an academy, or has received a diploma at a seminary,—much more any young man who has entered college,—is of course fully competent to teach a District School. Such schools are often regarded as affording to those who design to devote themselves to teaching as their permanent employment, a convenient field for making the first uncertain attempts of their inexperience, in which if they succeed they prepare themselves for promotion to a higher sphere, and if they do not succeed the failure is of little consequence—for it is only a District School that has been ill-kept. Or, they furnish a reputable and not altogether, unpleasant method of earning a moderate support to those who are in straitened circumstances, or are desirous of maintaining themselves in honorable independence. If within the district resides a family of limited means, a daughter of which has with commendable energy obtained an ordinary education, the school in the district is not seldom looked to as the quarter from which the scanty resources of the household may be eked out. If a bright girl who has held a creditable position in her classes inclines to make an experiment of teaching for a few months, no great harm—it is thought—will come of permitting her to “try her hand” for a term in the Primary School. So, on the contrary, the prudential committee of the district, adopting the same general estimate of the relative importance of schools of this grade, is too often disposed to consider between rival candidates, first of all which of them can be procured at the lowest rate of compensation. Sometimes, too, it happens that the funds at his command are so limited in amount, that, however enlightened his views, the only alternative presented to him is to engage a cheap teacher, or by shortening the school-terms to save enough to secure the services of one better qualified, but demanding larger remuneration.

We are very ready to admit that this subject is one on which something can easily be said on both sides, and which has its serious practical difficulties,—among which that one arising from inadequate appropriation of money is generally the hardest to overcome. But we are strongly of opinion that the impression referred to, as to the qualifications requisite for teaching a Primary School as it should be taught, is both entirely erroneous and very mischievous. The young lady graduate of a High School, the student in college, ought certainly to be familiar with all the studies prescribed for the District School; and of course such knowledge is an indispensable preliminary to successful instruction. But it is very far from

true, as every year's experience proves afresh, that the candidate, who can pass the slight formal examination required in the elementary branches of knowledge, is therefore fit to assume the office and responsibility of a teacher. The self-control and skill to govern a company of children; the aptness to teach; the quickness of intellect; the animation of manner, which will stimulate the scholar's untrained and perhaps sluggish mind to thought;—these may still be wanting, and without these the school must inevitably be substantially a failure.

The Graded Schools.—It is our privilege to congratulate the town very heartily on the accomplishment in some good degree, during the past year, of an object which the friends of good education in this community have long had greatly at heart—the systematic grading of the schools. This has been mainly brought about through the wise liberality, as we regard it, of the town, in the appropriation at the last annual meeting of a large sum for the erection of a High School building. It belongs to another committee to report to you the particulars of its construction. It is for us—without dwelling on the faithful and patient care with which that committee has performed its duty of supervising the work in all its manifold details—to give expression to our own great gratification at seeing the completed structure, in its simplicity and yet graceful proportion a chief architectural ornament now of our fair village, and destined—we trust—to continue such for many years to come.

The conveniences which this structure furnishes for the purposes of education now make possible, what heretofore has been substantially out of the question, an arrangement of the schools of the town in a regularly ascending series, with a corresponding classification of studies. The advantage of such a system, experienced in close proportion to the thoroughness with which it is carried out, is too obvious to need to be formally argued. It is that which ordinarily attends judicious division of labor. As in any other calling, so in that of the teacher; if his time is devoted to a few branches of study only, it is reasonable to expect that the results will be more satisfactory than if he is required to range over a large variety of studies, giving to each one only such brief and hasty attention as the scanty time will allow. It is to the scholars that the great benefit of such an arrangement accrues. If from careful drilling in elementary lessons, and a clear comprehension of the simpler principles involved in them, they proceed step by step to more advanced studies, at each successive stage they will enjoy the advantage of such thoroughness in two ways—in the good habit of study to which they will have been trained, and in acquired ability to understand and master the more difficult works of the higher schools.

The system, as now organized, though still in an incipient and imperfect state, admitting of the adoption of any modifications which further experience may recommend, embraces four grades, consisting of the Primary

Schools in the several districts, the two Intermediate Schools in Hadley and North Hadley, the two Grammar Schools in the same localities, and the new High School.

In conformity with the proposition made to the town by the trustees of Hopkins Academy, which was accepted by the town, and its condition executed, the High School is now in operation for the benefit of the citizens of Hadley, free from all expense of tuition to them, at the sole charge of the said trustees. They pay the salary of the principal, they furnish him when necessary with an assistant to hear recitations in the English department, they provide the requisite fuel. Only such repairs as from time to time may be needed upon the building itself can occasion any cost to the town. It is not necessary, we hope, to add anything to what has been said in former reports of the general committee, relative to the singular and very valuable advantages thus secured to the community. The younger children now growing up may be expected, under the present system, to enjoy much better facilities for acquiring a thorough and substantial education, than have been heretofore provided by the town for those who have gone before them.

Of the probable effect of the new organization upon the scholarship of the schools, we feel already prepared to speak with a hopeful degree of confidence. It is very evident, from the desire manifested on the part of the scholars in the Primary Schools to gain admission to those of a higher grade, that such promotion is esteemed by them a privilege. A new incentive is now before their minds to diligence in study, in order that they may be qualified to pass the appointed examinations. The same motive may be expected to operate with still greater efficiency in the higher schools. Indeed it is probable that there will be more frequent occasion to check the scholar's disposition to advance too fast for his own interest, than to excite his ambition. The progress thus far made, the animation and intelligence apparent in the recitations, the growing orderliness of conduct and self-respect manifested by the pupils, seem very decidedly to augur favorable results for the future.

School Committee.—EDWARD S. DWIGHT, ROWLAND AYRES, W. H. BEAMAN.

HATFIELD.

High School.—Your committee feel that it is their duty to recommend some plan by which a higher grade of education can be furnished our advanced scholars than the Common School offers. Our argument is not that the law requires it, but that the interests of the town, our duty to the rising generation, economy in the expenditure of money, our own social, moral and intellectual welfare require it. It is our opinion that this town pays as much, in proportion to its population, as any town in the county,

for the cause of education. It is estimated that during the past year more than three thousand dollars have been paid for the education of scholars abroad. Cannot a smaller sum be expended at home and secure as great advantages to those who go abroad, and extend these advantages to others, and at the same time we have in our midst all the moral, social, intellectual and religious benefit of such a school?

The town hall might, at a small expense, be so fitted up that it would serve the purposes of a school-room. And a man, competent to give instruction in the higher English branches and the classics, could be hired forty weeks, for from ten to twelve hundred dollars. Then a school could be opened for thirty or forty of our more advanced scholars from all parts of the town. We believe that the stimulating effect of a High School upon the Primary Schools would be of incalculable worth. The youngest scholars would be looking forward to it and make earnest efforts to secure the needed qualifications for admission. We claim that this would be an economical arrangement for the town. Then our children could secure at home the education which they now acquire abroad, and save the town between one and two thousand dollars yearly.

If parents or guardians are dissatisfied with a school, they should guard most sacredly the reputation of the teacher and the interests of the scholars, and never utter a disparaging word before their children, but seek redress through the committee. To attack the character of the teacher simply upon the reports of the scholars is a course which would destroy all the schools in the Commonwealth. We wish parents would consider the high place which schools occupy in respect to all of our interests and deliberate well before they, in irregular manner, lay their hands upon them. The committee have the charge of the schools and have the best of opportunities to judge of the qualifications of teachers; they can also remove the teachers or make any needed change in the school which is necessary for its welfare. And we do earnestly request parents to present their grievances to the committee, and not defame the teacher and destroy for the whole district what might be a good school. It is impossible for any teacher to succeed if a few of the parents array themselves against her, while it is a very rare thing that a teacher fails if the parents give her their sympathy and support.

School Committee.—JOHN M. GREENE, REUBEN H. BELDEN, DANIEL W. WELLS.

HUNTINGTON.

Another serious evil which tends to keep our schools in a backward condition, is the customary practice of changing teachers every term. As long as this method is pursued we must expect that our money will be spent without any adequate return.

A stranger must necessarily waste much time in becoming acquainted with the scholars, learning their abilities, where they left off, and where to begin, while an old teacher is prepared at the commencement of the term to give a continual advancement to the scholars.

We consider it better policy to retain an old and competent teacher, one who makes teaching an occupation, and therefore values a reputation of being a good teacher, than to fill the place with one whose ability is doubtful.

School Committee.—JOHN J. COOK, EDWARD D. GREENWOOD, CHARLES H. KIRKLAND.

NORTHAMPTON.

We hope to be pardoned, if, before proceeding to details, we offer, as the result of our experience, some suggestions respecting our Primary Schools.

1st. The teaching in our Primary Schools should be the very best.

We submit that in order that our entire system of schools may be improved in character we must begin right; and to do this, we must have a correct idea of the appropriate functions of our Primary Schools, and then see to it that they fulfil these functions. The great want—that with which we come in contact everywhere, is elemental training, thoroughness of drill in the elements of knowledge. To supply this want is the appropriate work of the Primary School. It should make good readers and correct spellers—not here and there one, making defects of the greater number the more prominent by contrast, but uniformly and everywhere. And it can be done.

2d. The methods of teaching in our Primary Schools should aim at directing, not checking, our children's activities.

We sincerely hope the days are gone by never to return, when the pupils in our Primary Schools will, with the completion of their allotted tasks, be compelled to do penance by sitting with folded hands bolt upright during the weary hours of each half day's session. We do not wonder at the prevalence of truancy, nor at the disgust which is felt for school-going, when the sensibilities of children are thus put to the torture. To sit perfectly still is for a healthy, active child as unnatural as for an able-bodied man to be at ease under the compression of a strait-jacket. The processes of education it is true are not in all its stages a pastime, but in all the earlier years of its progress they should be made as far as possible attractive, or at least not irksome. To be successful, the work of the teacher should be on the level of the child's sympathies, and should be helpful to him not by rudely checking but wisely directing his impulses. Blessings on the man who first introduced the light gymnastics as an auxiliary in the teacher's work, and thrice happy the teacher who has the skill to use them so as to reap their fullest benefits. Yet there are those who think the time spent

in their practice wasted. To such we say,—overlooking all that might be said in their behalf as a means of physical development, their introduction has been of almost inestimable value as a means of helping school discipline. Our observation has taken note of this fact, that where they have been successfully used the schools have steadily improved in general good order and are much more easily managed than where they are excluded. Give them by all means a chance to throw off their surplus vitality in this innocent, harmless way, and whatever apparent loss they may suffer, will be more than counterbalanced in the end, by the improvement of all the better elements of our children's character.

School Committee.—H. H. CHILSON, JOSIAH CLARK, S. L. HILL, WM. F. ARNOLD, SIDNEY STRONG, WM. D. CLAPP.

SOUTH HADLEY.

The design of our schools is not accomplished if our scholars are not thoroughly trained in the common branches. Certainly there is time enough between the ages of five and fifteen to accomplish this. Our belief is that the scholar should have so thorough a knowledge of arithmetic and grammar that he shall be able, unquestioned, to give a clear explanation of all the leading topics, and should know enough about geography to be able to draw maps of all the grand divisions of the globe and of the different States in the Union. He should be able to spell all the common words, to write a letter correctly, and should have some knowledge of accounts. If it be asked why this, and even more, is not accomplished, we answer that the frequent change of teachers, the irregularity of attendance, and often the undue number that the teacher is called to care for, are among the principal reasons.

School Committee.—GEORGE BROOKS, NORMAN PRESTON, ELLIOT MONTAGUE.

WARE.

Meetings of School Committee and Teachers.—It is our belief that in no way can we do more to benefit the schools than by friendly intercourse and cheerful co-operation with the teachers. Between them and ourselves, a good understanding has existed the past year. This harmony of action is the result, in no small degree, of the meetings of the Institute held once a fortnight during term-time. The attendance upon these meetings during the fall and winter was unusually large. Methods of teaching the various branches have been described and illustrated, and the fundamental principles of education have been familiarly discussed. Here also teachers have stated their difficulties and discouragements, and found sympathy and counsel, which have made their burdens lighter and their labors more suc-

cessful. We have also had the satisfaction of seeing at these meetings some, who, in years to come, may be the honored instructors of our children and youth.

The Teachers we Need.—The highest interests of our schools require that great care be taken in securing instructors of the requisite qualifications. The prudential committee of the several districts should aim to obtain the best, even though it be needful to grant them a more liberal compensation for their services. A short, good school is preferable to a long, poor one. It is in education, as in husbandry and the mechanic arts,—the best workman is the most profitable. Whatever is worthy to be done, is worthy to be well done.

To be eminently successful a teacher should not only have the requisite knowledge united with high moral qualities, but also be apt to teach, and earnestly devoted to his calling. He should intently love his work, engaging in it with professional enthusiasm, and an all-controlling desire to be useful. Let all who give instruction in our schools regard their vocation as did Martin Luther, whose frequent remark was, "If I were not a preacher, I would be a teacher."

School Committee.—WILLIAM G. TUTTLE, GEORGE C. FENN, JOHN W. ROBINSON.

WORTHINGTON.

For the physical comfort, as well as the mental activity of the pupils, we have advised the teachers, especially in summer, to allow the smaller children to spend much time in the open air. A child of tender years, compelled to sit on a block six hours a day, will very likely soon become a blockhead. His physical nature will be injured, and his intellectual powers cramped, if not dwarfed.

We would recommend to teachers to come down intellectually nearer their pupils, and impart their instructions in a more simple, easy manner, making them plain by more familiar illustrations.

Increased attention might, no doubt, profitably be paid to moral instruction. This lies at the basis of all that is valuable in education. It is indeed the main thing. Children should be taught clearly the distinction between right and wrong. They should understand the various relations which they sustain to God and fellow-creatures, and the duties springing from those relations, and the importance of faithfully performing them. In their intercourse with each other around the school-room, they may be taught to illustrate many of the practical duties of life. They should there be taught sacredly to regard each others' rights, to be tender of their feelings, and in fine to do to others as they would that others should do to them. In this day of rebellion they should be taught not only to "fear God," but also to "honor the king," and "to obey magistrates," that thus

they may become good citizens, and wholesome members of society. The principles of the Bible, daily read in all our schools, should be shown to the pupils to be applicable to all the various relations of life, and to the common every day duties of the different stations occupied.

School Committee.—J. H. BISBEE, E. J. RANDALL, R. T. CLARKE.

HAMPDEN COUNTY.

AGAWAM.

Who can estimate the evils that would result from allowing even one generation to grow up "between the ages of five and fifteen," without educational advantages? How would morals deteriorate, business decline, property diminish, and ignorance and vice abound? Who that loves intelligence and virtue, industry and thrift, honesty and good order, would wish to have his home among such a people? Would not morning papers and handbills announce—"The subscriber, wishing to change his place of residence, offers his house at auction," or "his farm at private sale, cheap, for cash?"

How ought you, then, to regard the calls which the cause of general education makes upon you? How ought you to aid the cause by manifesting an interest in the studies of your children, and in the condition and prosperity of the schools, and by discreetly endeavoring to correct anything faulty in the pupils, in the teachers, or in the people of the town—so discreetly as not to retard the work which you desire to advance? How ought you to avoid taking one step backward, by which you must abridge the educational privileges of your children?

Remember that the best jewels belonging to you or to the State, are the children whose minds are educated and refined. Consider the honor and happiness given to you in return for your care and cost in training them up in the way they should go. Remember the high position occupied by this Commonwealth in the Great Republic of States, because of the intelligence, virtue, and consequent industry, enterprise and wealth of her people. Consider and do, as you can, and, taking no step backward, you will move steadily forward, bearing in your course the blessings of education to every child in the town, and receiving in return benefits of various forms and of inestimable worth. "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge." *

School Committee.—RALPH PERRY, CYRUS BELL.

* See Washington's Farewell Address.

CHICOPEE.

We would call your attention to a few suggestions relative to the particular wants of the schools. In many of them there is a great need of maps, books of reference, and some of the more simple forms of school apparatus. It is not enough to furnish a school-room with desks, and benches, a stove and fuel; something more is needed—that is, if we intend to make use of the best and most improved means of instruction. One of the most agreeable and profitable methods of teaching outline geography is by the use of “outline maps.” The introduction of these maps constituted an era in the teaching of this important part of geography, and daily experience has proven its excellence. A large and beautifully colored map, with the boundaries of the several divisions and countries sharply marked—the large and smaller rivers well defined—the principal cities and towns correctly located—the large extent of coast, all presented at one view—is a picture not only beautiful in itself, but conveys to the mind a better idea of the extent and continuity of the several states, countries, divisions and bodies of water which compose the different portions into which the surface of the earth has been divided. Each map representing one of these great divisions, presents at once the correct relations of each smaller state or division to the other; the bold outlines marking these distinct boundaries; the principal rivers; the lakes and internal seas; together with the oceans washing their external borders;—all of this, both in general and in detail, is so thoroughly impressed upon the mind, that it is never forgotten. Teaching with such a map not only affords the best means of obtaining correct ideas, but it is the most profitable and economical method of saving time; for what is seen and recited by one scholar, is at the same time seen and understood by all. One explanation, and one correction of the mistakes and blunders, suffices for the whole class; and the knowledge of one becomes, readily and easily, the knowledge of the other. It also affords a most excellent opportunity for the younger scholars of the school to obtain a general idea of this interesting study. Unroll the beautiful map, and the little folks who have become tired and sleepy, are now wide awake and interested; the blank wall presents a new face, full of beauty, meaning and thought; the class step on to the floor, and one after the other points out the answers to the questions on the map; every eye follows, and it is not long before even the youngest scholar almost unconsciously acquires a very correct knowledge of the outlines of the study. Books of reference, excepting in the High and Grammar Schools, are entirely wanting. Aside from the dictionary furnished by the State long years ago, there is no other book of reference in any of the lower or outside District Schools. Such books are not only great aids in explaining and illustrating the several general studies, but, for a complete and more perfect knowledge of

some of them, are absolutely essential. In some of the districts a similar grade of studies is pursued as in the High School, yet the scholar has nothing but his text-book, which is necessarily limited in its explanation; consequently, his knowledge of the study is limited and imperfect, and can only be remedied by reference to works which contain a more full and extended illustration.

School apparatus to a limited amount should be provided for every school. There are but two or three schools in the whole town that have any apparatus, of any kind—not even a cheap, small globe, or mathematical frame, or blocks, or forms by which geometrical figures can be taught and easily explained; and as to any philosophical or chemical apparatus to illustrate the problems of the one, or exhibit the simplest analysis of the other, that is entirely out of the question.

Every school should be liberally supplied with these valuable aids to study; they should be furnished with illustrating maps and apparatus, books of reference upon geography, history, grammar, and the natural sciences. It should be the rule “that whatever will better aid in affording the best education to our children, shall be generously supplied.” There is nothing gained by a rigid parsimony; the money thus expended is not thrown away but will produce its fruit in due season.

There is one subject connected with our educational interests, to which we would call your serious attention; it is to the large number of children who do not go to school. It is a lamentable fact, that so many children are growing up in our midst, who never enjoy the privileges so richly provided for them. In this town there was returned for the years 1864–5, of the number of children between the ages of five and fifteen, 1,243; while the average attendance at school, during that period, was only 918. Where are the other three hundred and odd children? is a question of serious importance. The education of every child takes hold of the vital interests of the whole community, and demands the earnest thought of every citizen. In a government like ours, depending so much for its stability upon the intelligence and virtue of its subjects, their education—their moral and intellectual training—becomes a matter of the first importance; and every citizen should have enough of education to understand somewhat of its principles, and be prepared for its duties. In a republic, an ignorant man is a dangerous one, for he is easily made the tool of the wicked and the designing; and in the performance of his highest political duty—that of casting his vote—the very act may be fraught with the greatest evil and danger. This highest act of the citizen, “to be safe should be intelligent. The ballot is essentially the expression of a political opinion; and when ballots are aggregated in a majority, they crystallize into laws. The less stupidity, ignorance and prejudice are allowed to be embodied in the opinion, the wiser and better will be the laws.” The

more intelligent and educated the people, the more virtuous and moral their character—the more safe, free and perfect will be those institutions which tend most directly to elevate and ennoble them. Free institutions cannot be permanent without popular education, for when the “ignorant has the preponderance over the intelligent vote, there is no surety of any permanent policy which shall give power and stability to those useful and practical ideas upon which free government is based.” So also in all political reforms, and in all those changes of public opinion whereby there shall arise a higher development of the essential interests of the people, in the improvement of their government, in the making and administration of law, in a better understanding and protection of civil and political rights, in the advancement of intellectual pursuits, the attainments of arts and of science, in all those things which tend most to exalt and improve them,—how much more rapid the progress, how much more certain of success, if all were equally intelligent and well educated. National safety, eminence and success must necessarily be predicated upon universal intelligence and morality; and if there is to be stability and permanence for our free institutions—if the citizen is to be improved, the community and the nation ennobled, it can only be best accomplished by spreading forth the light of knowledge, and strengthening and developing the public understanding.

Every citizen should therefore possess, at least, a complete knowledge of the elementary branches of education. He should be so educated as to be capable of understanding “the nature and functions of the government; the obligation every man is under to yield a portion of his liberty to the public good; the duty of obeying all the just laws of the community; the nature and rights of property; the relation of capital to labor—of the employer to the employed; the laws of the production of wealth, and the ethics of commerce. Every child should therefore be trained to know and act upon the fundamental ideas of social economy and the primary duties of citizenship.” “An enlightened government discerns the truth of this. They rest their expectations, their hopes of society, on universal education, compulsory if need be, to give to each one the opportunity for improvement up to the point that nature has permitted for him.”

School Committee.—P. LE B. STICKNEY, B. V. STEVENSON, SAMUEL ALVORD.

LONGMEADOW.

Our Present System.—Our system is somewhat peculiar—neither, on the one hand, the town system, nor, on the other, in all respects, the district system. It is an attempted compromise. For several years past, we have done away with the prudential committee, formerly elected by the district. Then, we had two committees,—the town committee, elected by the town, and the district committee, elected by the district,—these two committees

always working inharmoniously, each having separate duties and independent prerogatives. Now, the town elects the sole committee, consisting of nine members. The understanding is, however, that each of the eight districts shall be represented by one member residing in the district, and the ninth member to be elected from the town at large. The original intention of this was not only that the number of the school committee should be divisible by three, as required by law, but that there be a general superintendent of schools, on whom should mainly devolve the duties of examining teachers and visiting schools, and who alone should receive pay for services rendered. This method of superintending schools belongs to the town or municipal system, and is usually peculiar to such cities or large towns as require the undivided time and labor of the person chosen.

But while seeming to adopt this feature of the town system, we at the same time retain, in fact, one of the most questionable features of the district system, viz.: the old prudential committee. The eight members of the committee, although formally chosen by ballot in town meeting, are really chosen by the nomination of each district. Though called the town school committee, they are, in fact, eight district committees, each nominating the teacher for his own district, contracting with the teacher, and having the personal charge of all that business pertaining to the district which the prudential committee formerly had. So the town committee, so called, is really not so much elected by the voice of, and in the interests of the town, as by the extemporized nomination from somebody in each district who happens to be present at town meeting, and then the form of casting five or six ballots completes the election of somebody, who, perhaps, feels more surprised than honored, for three years. In other respects, the two systems run into each other and into confusion. On the one hand, the district, though imperfectly organized, or with no organization at all, owns the school-house and school property, and has the care of it, in part; and, on the other hand, the town raises, appropriates and expends the money for teachers and care of the school-house, in part. Our present system, then, is an attempted compromise between the town and the district systems. It becomes a serious inquiry whether it does not retain the principal evils of the one, without gaining the real advantages of the other.

Disadvantages of our System.—1. It hinders the efficiency of the school committee. First, by concentrating too much responsibility in one person—the superintendent. It is designed in the wise intent of the law that the committee shall be elected—not, as the prudential committees too often were, by dim candle-light in the corner of the district school-house, where a little minority consulted as to whose turn came next—but in open town meeting, by the deliberate voice of the town, from among their most public-spirited, impartial and intelligent citizens, selected for their peculiar fitness to be intrusted with the educational interests, not of one district

only, but of the whole town. It is designed that they shall consult together and be a unit in the transaction of business, and that they continue on the board three years. So much permanency, at least, is indispensable to their proper efficiency. But see how our present system tends to defeat this. The eight members, having served less than a year, begin to say, "We are nothing but prudential committees, mere waiters to carry the teachers hither and thither, to get the wood and coal, to mend broken panes and pay bills, and share the fault-finding, and pay any remaining deficits out of our own pockets." So the majority resign; the committee is suddenly disintegrated, and as suddenly made over by the extempore nomination of somebody for each vacant district, who will be chosen by five or six ballots, with the hope that he will not resign on the spot, but be resigned. We submit whether this careless way of electing the committee, and this disintegrating habit of frequent resignations, may not be traced, in part, to undue reliance on the superintending committee, and the old error of accounting the other members as only the unpaid and unthanked and almost compulsory servants of the district, while their turn lasts. Would it not be safer for the interests of education in the long run, that the responsibility of supervising the schools be more equally divided, and that the committee be chosen with reference to such division of responsibility?

2. Another evil of our present system is, the difficulty of properly grading and classifying the schools. Each committee-man's eye is apt to be fixed on his own district, to get for his own school the largest reasonable appropriation, to have that particular school kept so many weeks, and so to use up the money. But in this view, the school has no relation to any other. It has no definite work to be accomplished. It is preparatory to nothing higher. Each new teacher has her own time, and her own notions, sometimes extremely vague, of what progress is. Very likely it is to take the pupils back, as they have often been taken back, to be put over the same old tedious road. This is easy, dull and listless. The examinations, being duly anticipated, go off well. But after a series of such experiments, parents complain that their children do not get along fast enough. No wonder! The schools are not graded. There is no High School as a goal to strive for—no prescribed course of studies—no standard to guide the teacher—no proper stimulus for her or her pupils. And so your children may go to school, to be marched and countermarched by every new teacher, back and forth, till they get tired of it, ever learning and never coming to the thorough knowledge of anything, and, perhaps, when just at the age to be stimulated and really educated, they leave school altogether, to suffer through life, because this system of mixed schools, aimless schools and short schools, and ever-changing teachers, made sure, earnest and rapid progress in learning well nigh impossible. In these remarks, we leave comparatively out of view the children under ten years of age. It is not

desirable that they should be put under any great stress of hard study. Their moral and physical development and their good behavior should be largely cared for. With due care in the selection of teachers, our Primary Schools do very well under our present system. But the difficulties we have spoken of appear at a later period, damaging the superstructure of that higher education which should be builded on the corner-stones of the Primary Schools.

3. Another disadvantage of our present system is, that many parents, losing confidence in the Public Schools, withdraw their children. Thus education is nipped in the bud by the untimely frosts of discouragement or indifference, or else, at much inconvenience and extra expense, they send their children out of town, or raise up private schools in their own vicinity. We raise no objections to private schools and academies. They have their place, and are often indispensable. But we insist that they should not thrive on the unnecessary failure of our Public School system. This will be the case, however, when leading citizens and the most intelligent people of a community withdraw such a number of the promising children as to deprive the Public School of its best material, its ornaments, its courage and its hope. And this they will do where the schools are stunted, irregular, unclassified, and have no High School to compact and complete the system.

Such, as it seems to us, are some of the disadvantages incident to our present system. It is not the best working system, especially when we look at the higher education, which ought to be accessible to all our children. With our best intentions, the tendency is to slide back and stick in the old ruts. The committee will be carelessly elected, and when elected will not stand, the main responsibility will be shifted about, and if it falls on a superintendent, it is a temporary and uncertain expedient. If he is fitted for it, he may not have time for it. Though answering the purpose just now, his patience and courage may give out, he may, at any moment, resign, like the rest, or he may demand the compensation proper to a thorough performance of the work and so become too expensive.

Our Prospects.—Reasoning, therefore, both from past experience and the nature of the case, our fear is that, under the present system, the progress of our schools will be but temporary and halting. For a time, as this year, the tokens will be comparatively encouraging. By some good luck, the teachers will be above the average and a little more permanent than usual, but the next year, perhaps, with a new committee, changed teachers, and no definite plans to guide and stimulate towards a higher education, the schools will slide back again, more parents will become discouraged or indifferent, new secessions of the brightest scholars will weaken the Public Schools, and build up private schools by new demands upon the patience and the pockets of many who can ill afford it.

We hope that the above considerations will help to more thorough consideration and discussion. It is worth our serious inquiry, whether the town system in full would not be better than this compromise with the district system.

Your committee would call the attention of the town to one subject, that may have been often commented upon, but on which there is needed—precept upon precept—line upon line—here a little, and there a little—until the lesson is learned and practised; and that is the great importance of a wise selection of teachers. This is the hinge, the turning point, of our having good or bad schools in the town.

No amount of supervision or effort on the part of others, can secure a good school from a poor teacher; as well draw sweet water from a bitter fountain, or gather figs from thistles. It may be said that the committee should see to it that a poor teacher is not allowed to teach. But, when a doubtful candidate is brought forward for approbation, it is but a choice of evils to refuse or to approve; and the poor teacher almost always has the benefit of the doubt. In this matter, an ounce of prevention is much better than a pound of cure. The way is open to get a good teacher. It is always a safe rule not to employ the first comer, because it is the first application; nor to employ the one that can be obtained with the least trouble, because of this minimum of trouble. The only safe rule is to employ the very best teacher for the school that you can get, with your resources and any reasonable amount of seeking. But never employ a cheap teacher because his price is low. Some teachers are dear at any price, and others are worth all you are in any danger of paying them. Pains should be taken to learn a teacher's past success and scholarship. This business, if worth doing at all, is worth doing well. Our schools comprise one of the most important interests of the town, and are well worthy of faithful attention and effort. A very careful selection of teachers is wholly indispensable to securing good schools.

For the School Committee.—JOHN W. HARDING, A. B. PEABODY.

LUDLOW.

The practice of employing the same teacher for a number of terms in the same schools, when they have proved their ability and their fitness for that school, cannot be too strongly commended. Teachers who have gained the confidence, respect and moral support of the community in which they labor—who have won the love and sympathy of the children whom they instruct—will generally have but little trouble in the government of their schools. The high vantage ground occupied by such a teacher is exceedingly favorable for the inculcation of all the nobler sentiments and correct moral principles. The tendency in our schools is to attempt to accomplish

too much, to run to a multiplicity of classes. This no teacher can properly systematize and arrange in less than one term. The frequent change of teachers is destructive to pursuing anything like a systematic course in writing; the hieroglyphic cast given by many of our scholars to their writing, is proof of this.

One almost insurmountable obstacle to retaining teachers permanently is the district system. The yearly change of prudential committees, invariably brings a change of teachers, sometimes for the better, but more often for the worse; we not only lose the poor teachers, but fail to retain the good ones; and, although we may be more fortunate in the selection some years, than we are others, yet it will be seen that the prospects for permanent advancement are not very great. This alone is a sufficient cause for abolishing the district system. The inequality of school privileges enjoyed by the different districts, has been frequently brought to your notice by your committees. One of our small districts has had but one term, (for a number of years,) of sometimes less than three months, while others have had two and three terms. So long as the town is divided into districts, there will always be more or less objection to sending scholars from one district to another. With the abandonment of the district system, all this will disappear.

School Committee.—GEORGE R. CLARK, C. L. BUELL.

SOUTHWICK.

The condition of the school-houses has more to do with the prosperity of the schools than is generally supposed; still it may be a waste of time and paper and ink to say anything in regard to them. A Massachusetts soldier in Virginia, during the rebellion, mentions seeing a school-house, which was so poor that he estimated its value at four dollars and twelve and a half cents. He need not go so far again to find some of less value—some, indeed, which are valueless, and which, if removed out of the way, would be a public benefit. If parents could but change places with their children for a few days, just long enough to see and realize how poor the houses are which they are obliged to occupy six hours each day, how much poorer than their own dwellings; if they could even be prevailed upon to go and take a look for themselves, of the narrow limits and smoky walls, and rickety chairs and desks and seats, and curtainless windows, and compare these with their own home comforts, it would seem as if it would not be long before houses and accommodations of a very different character would take the place of those now in use.

School Committee.—J. W. ROCKWELL, LUTHER FOWLER, G. A. STILES.

SPRINGFIELD.

Superintendence of the Schools.—The city government of the year 1864, established by ordinance the office of superintendent of schools—thereby securing the entire time and service of one man for the responsible and arduous duties of this office, and carrying into effect the plan of supervision which had been repeatedly recommended and urged by the school committee in their annual reports. The ordinance went into effect the first of January, 1865, and the committee consider themselves as singularly fortunate in obtaining for the position, one so eminently qualified to fulfil its duties as Mr. Hubbard, the present incumbent. He was appointed in January and entered upon the duties February 1st, 1865.

The system of special supervision thus inaugurated, has in its operation this year fully answered the expectations of the committee. The superintendent has begun a good work among our schools, and if permitted to go on with that work unincumbered by cares and duties that do not properly belong to this office, he will accomplish results that will richly repay the additional expenditure incurred by the creation of this office.

At the beginning of the last fall term, Mr. Parish, principal of the High School, being invited to take the office of superintendent of schools in the city of New Haven, Conn., tendered his resignation. Though the resignation occurred at a time when his withdrawal would be attended with much inconvenience, yet the committee did not feel at liberty to deny the request of one, who for twenty-one years of his useful life, had devoted himself with such faithfulness and success to the advancement of our Public Schools, and the general interests of education in this community. The committee, in accepting the resignation, have given expression to their sentiments in the following votes, which are entered upon the records of the board, as a memorial of the long and invaluable services of Mr. Parish among us:—

Whereas, Mr. Ariel Parish, principal of the High School in this city, has tendered to the committee his resignation of that office,—

Voted, That the same be hereby accepted.

Voted, That in accepting the resignation of Mr. Parish, the committee desire to enter upon their records the high appreciation which they entertain of him as a citizen and an able and faithful teacher and of the laborious and invaluable services he has rendered in this community during the twenty-one years in which he has occupied this position among us.

Voted, That in recording this as the cordial and unanimous opinion of the committee, we are but giving expression to the general sentiment of this community, and more especially of the numerous pupils who have been educated in the High School under the guiding hand of Mr. Parish.

Voted, That in assuming the new and important position to which he is now called, as the superintendent of schools in a neighboring city, we trust and believe that he will meet with the same signal success which has marked his efforts here ; and we most cordially commend him to the kind offices and co-operation of his

new coadjutors in the work of education, and of the community in which he is to labor.

Voted, That in parting with Mr. Parish the committee recur with pleasure to the courteous relations which have uniformly characterized their mutual intercourse; and take this occasion to tender to him their earnest wishes for his future welfare and success in all the relations of life.

Voted, That the secretary is directed to enter these votes upon the records of the committee, and that a copy of the same be furnished to Mr. Parish.

Chairman.—JOSIAH HOOKER.

Evening School.—This school continued but few weeks after I came into the city, but I became greatly interested in it. It was to me a very pleasant thing to see from one hundred to one hundred and twenty-five of our young men and women and youth, whose circumstances would not allow them to attend school during the day, assembling, after a day of labor, night after night for a series of weeks, that they might gain such a knowledge of the rudiments of an education, as would in some degree fit them for citizenship and tend to make them useful to society. No money that the city can expend, unless it be for a reform school, of which I will speak hereafter, can yield surer returns or larger profits.

The number attending at the opening of the school the present winter was so great that I was compelled to establish another or lose the benefit of any, and accordingly the Bridge Street school-house was opened for that purpose and we have now in both about one hundred and eighty pupils. These schools are doing a good work, not only for those gathered there for instruction, but for the city, and furnish a practical illustration of the truth that when we help those who help themselves a double benefit is conferred.

Class Examinations.—This element, has already been introduced, with your approval, into some of the schools, and will soon be into all. These examinations are not intended to supersede those of a more public character, though they may shorten them. It has been the practice to pass scholars from one school to another upon examination, and by this new feature they are passed from one class to another, or from one study to another in the same class upon examination. The idea is recognized that an examination does not naturally and necessarily belong to the end of a term, or the end of a year, but to promotion, to the leaving of a study. If, for instance, it is proposed that a class leave Latin Reader and take Cæsar, leave arithmetic and take algebra, pass from any study lower in the course to one higher, it is due to the teacher and to the class that they be examined; that it be determined, as fully as an examination of several hours, perhaps of a whole day can determine, whether each individual in the class, not the class as a whole, is so fully acquainted with the ground passed over that he ought to be advanced. This examination is conducted by the teacher and committee, or superintendent conjointly. It is not taken wholly out of the

teacher's hands, for that might be unjust to teacher and pupil, nor is it left wholly in the teacher's hand, for then it might fail entirely of its purpose. Then if the pupils are prepared, they are promoted, if not, they drop back into the class below.

The same test is applied, only that the teacher conducts the examination, to those who from various causes drop out of the school during the term, and especially near the end of it. When they re-enter, they find that an examination lies between them and their class, and just here the system works wonders. As a sanitary measure, it is well worth all the trouble it makes. Pupils who from "failing health" or "long confinement in school" or "close application to study," or some one or more of the "thousand ills that flesh is heir to," "fear that they shall be obliged to leave school," find themselves, at the thought of a private examination of a few hours, suddenly restored to soundness of body and mind, and able to remain. And some whose various ailments have proved fatal to their connection with school, when they have been made to understand about the examination, have been unexpectedly brought back to consciousness and the school, and have been ready to be examined with the class. When this system is fully introduced, the effect, I think, will be excellent in every grade of school.

Truant Schools.—Truancy was spoken of in the report of last year as an alarming evil, and one greatly on the increase, and what was said then, might be repeated now with greater emphasis. It is an evil to be deplored, but that does not remove it. The teachers have labored faithfully and patiently, and when they have gone to the extent of their power, and have asked, what more can be done, they have learned to their sorrow that no one could do more. The Reform School at Westborough is so full that no more could be admitted from this portion of the State. A law passed last winter does not allow children of the age of many of this class of offenders to be sent to the jail or house of correction, nor ought they to be sent there if it would. There is no suitable place in the city where truants can be sent, and therefore when the officers have sought to bring the strong arm of the law to bear upon them, they have found that the truants have the reins in their own hands. Still it seems to me that a remedy can be found. I have visited, with your approval, several of our cities and larger towns to see what in their schools and school systems could be made available for us. And as truancy has been the obstacle mostly complained of by our teachers, I have made especial inquiries upon that subject. The plan pursued at Boston works well, but it might not be adapted to Springfield. At Worcester I found a course pursued, simple, cheap and practical, and lying, for the most part, within the proper scope and control of the school committee. It is simply this. The teachers in the ordinary schools do what our teachers have done; they search out an absent pupil, follow him up, find his parents, learn the cause of his absence, and seek to bring

him into school. This is called the "first step," but it does not secure the desired result for the worst class, nor does it at all reach those whose names are not found upon the school register, who are simply children in the street.

For such a "second step" is taken. A truant school is established, and not only truants, but the turbulent, the disobedient and the refractory from any of the schools are sent to it, till they redeem their character and are permitted to return to their proper school. The master is made an officer, so that he may, if occasion calls, enter houses and bring out the truant. The effect of this step is said to be most excellent upon the other schools of the city. But there are some in every city who, with their home training and street discipline bearing against them, cannot be rescued at this point, and for such a "third step" is taken. A school is established a little out from the city proper, with a school-yard and a fence that cannot be scaled, and with other required means of security. The mayor, the city marshal and the superintendent of schools constitute a commission, and when a boy cannot be reached by the former "steps" this commission makes complaint before the police judge, and he is sent up to the last named school. It is only at this school that any extra expense is incurred. Cannot some such system be adopted for Springfield?

Teachers' Institute.—I will speak of a single other thing as essential to a perfect school system, and that is a Normal School for the training of our teachers, but as that would be impracticable in a city of the size of this, I will suggest that a Teachers' Institute held for a half day once in two weeks, attended by the teachers and such as wished to be considered candidates for places, employing the best teaching talent found in our corps of teachers, cherished and encouraged by the sympathies and the presence of the clergy, the school committee and the friends of education, that such an Institute, continued for five years, would produce a wonderful improvement in our schools. The teachers would become acquainted with each other, and with each others methods, greater uniformity would be secured, and fewer things learned by the children in one school would need to be unlearned in another.

To find time for this Institute, the school-year might be reduced to forty weeks, the number required by law, and thus the teachers spend no more time in school than now, and the children be in all respects the gainers.

Superintendent of Schools.—E. A. HUBBARD.

TOLLAND.

The interests of education concern every person in town, since education elevates and blesses a community, just in proportion to its extent among the individuals composing that community. It is a benefit to the wealthy that the families of the poor are educated. It is a benefit to those who

have no children, that suitable means for the instruction of other persons' children should be provided. The general state of society will in this way be made better, a higher toned morality will prevail, and large advantages will be enjoyed, not only by those who gain knowledge, but by all classes. The boy who is taken from the almshouse and trained up on our farms and taught industry, and who is sent to our Common Schools, and in them acquires the rudiments of an education, is likely to become not a burden, but a help to the State; not a worthless vagabond, but a respectable member of society; and the town where such a citizen is brought up, shares largely in the happy result thus secured. Hence all the inhabitants of a town ought to be interested in the progress of education, being urged thereto, if not by motives of philanthropy and patriotism, at least by considerations of self-interest.

School Committee.—GEO. FORD, W. W. HARRISON, J. D. SLOCUM.

WESTFIELD.

Grammar Schools.—The Grammar School in the Green district is to undergo some changes the next year. It is proposed to make it, together with the Intermediate and Primary Schools in that building, what may perhaps, be called a school for observation, or a school into which the pupils of the Normal School may go, and see the practical working of the methods and modes of teaching, recommended in the Normal School, and learn the difference between the teaching of those who have been trained for the work, and those who have had no particular preparation for it. Into the school in that building, not only the pupils of the Normal School will be permitted to go, and see the practical working of the Normal system, but strangers from abroad, and teachers, who frequently visit the institution, may see for themselves, whether there is, or can be, any improvement upon the old methods of fifty years ago. The Board of Education have appropriated \$500 towards the support of such a school for a year, as an experiment. The committee very cheerfully assent to the proposal, for it will enable them to make the school better than it could otherwise be. It is not to be what is technically called a model school, in which Normal pupils go in as teachers, each for a few days; but it is to be a school taught by teachers appointed by the committee, into which visitors may go and see the principles of teaching that are inculcated in the Normal School, reduced to practice.

This school is selected for this purpose, on account of its proximity to the Normal School.

Inasmuch as the Normal methods of teaching are to be adopted in this school, we must have teachers that understand them, and hence the principal of the Normal School nominates or recommends such graduates of that

institution, as, in his opinion, will best reduce them to practice. He nominated Mr. Tuttle as Principal of the Grammar School, and therefore we have transferred him from the High School to this place.

School Committee.—EMERSON DAVIS, H. B. LEWIS, THOMAS KNEILL, JOHN JENNINGS, J. W. WATERMAN, M. M. LLOYD.

FRANKLIN COUNTY.

BERNARDSTON.

The use of a school report is supposed to be that the community may know the state of the schools, in order to take such action towards them as the case demands. But any beneficial action must proceed on correct ideas of the requirements of a good school, and of its requirements also, when they relate to parents as well as when they relate to teachers and scholars. Indeed, the qualification of parents has quite as much to do with the character of the school as that of teachers. Improvement, as well as charity, begins at home. It is well, then, to consider some topics which relate particularly to the patrons of our schools as well as to others concerned.

1st. An interest in the school, in all that relates to its welfare and progress, is due to it from parents. We do not generally expect others to take a greater interest in our affairs than we do ourselves, and sometimes when they appear to do so, it is a ground of offence against them. Why should parents, who have not interest enough to take them to the school once a term, blame teachers and scholars for a lack of interest? Is the unfaithfulness of teachers towards scholars more culpable than that of parents towards children? The best way to secure faithfulness at school is to be faithful to it ourselves.

2d. A comfortable and convenient place for work is generally considered desirable in order to work well. A convenient shop is what every mechanic will have, if he can. A convenient factory, office, store, or establishment of any kind, is necessary to the best prosecution of the business connected therewith. A school-house is no exception to this rule, the only thing that need not be comfortable and convenient, in order to do the work belonging to it most successfully. The only school-house in town that is really good, is in District No. 6.

3d. Habits of regularity and punctuality are quite as important as any one thing to the success of a school, or success in anything, and they are

quite as important a part of education as any of the branches of study. After all that can be done at school, some things must be done at home; and parents must be largely responsible for the character of scholars in these particulars. Perhaps the children who attend a school half or two-thirds of the time it is kept, will succeed as well as people do in anything of a business character pursuing it in the same shiftless way, and they should not be expected to succeed any better. And they have no right to ask that others should be kept back for them, and the whole class of which they are a part, be made to suffer for their absence. It is hoped this cause of complaint will be effectually removed.

4th. It is well known, that some of our schools have been in session a less number of weeks than in some years, leading to the supposition, on the part of some, that funds for schooling have been diverted from their proper channels to the support of other institutions. Nothing is farther from the fact, as the records of the town will show, all money raised or accruing from funds being scrupulously appropriated to its legitimate objects. The reasons why schools were short, are very plain. Wages of teachers are high, and board also, and where districts have not contributed something to lengthen their school, it was necessarily short. We trust money enough will be raised this year to enable us to employ the best class of teachers, and continue each school at least seven months in the year.

School Committee.—H. B. BUTLER, C. T. CANFIELD, S. N. BROOKS.

BUCKLAND,

Books.—No provision has been made by the committee, or town, for furnishing books.* Parents have supplied their scholars with books, except in one instance, and no request made to committee; the schools have all cheerfully conformed to the recommendation of the committee in the books used; and we hope never to find such a multiplicity of books in our schools again.

School Committee.—SAMUEL TOBEY, JOHN H. ABBOTT.

CHARLEMONT.

The committee have heretofore made some suggestions to the town in relation to the number and arrangement of the districts, and the impracticability of maintaining so many schools, of such a character as is desirable and of such length as is required by statute. This subject commends itself with increased interest and importance to the consideration of the town, in

* This discloses a serious neglect of duty on the part of the committee. (See Gen. Stat., chap. 38, sect. 28.)

connection with the law passed by the last legislature. So, also, of the school-houses. This subject demands attention. Some are wholly unfit for such a use, and most, in regard to their structure and internal arrangement need a thorough renovation. These are the places where our children and youth spend much of their time, and where they should not only acquire useful knowledge, but also sentiments and habits of neatness, beauty and order. But we do not propose to enlarge upon these subjects, but embody what we might otherwise say, in the recommendation to the town to accept of the provision of the law passed by the legislature of 1859, and adopt the town instead of the district system.

School Committee.—STEPHEN BATES, LYSANDER HILLMAN, A. H. TAYLOR.

COLERAINE.

The whole number of weeks' schooling for the past year was 340; and for the year preceding, 347; this falling off is, as we have before expressed, in consequence of the higher wages which thorough teachers demand; to meet this deficiency we know of no way, except by the raising of more money! Some say, hire teachers who will teach for less pay; but this is poor policy, for a poor school is of little, or no value. We would not be understood to say that the success of a school depends upon the wages paid the teachers, but we do say that it is impossible to secure first-class teachers,—who are always the most profitable,—at the present day, without paying much higher wages than in former years. We would further recommend, as a general rule, the employing of experienced lady teachers in our Common Schools, for we are satisfied, from the general appearance of our schools, that they are better adapted to teaching the younger scholars than a gentleman, while the older scholars have more respect for the lady, and the consequence is better order and further progress. In conclusion we would say, if you would have your schools successful,—first supply a suitable and pleasant school-room, then be particular and secure thorough and efficient teachers for successive terms, and do not, because you have a general committee whose duty it is to look after the interest of each school, leave all for them, but let every parent take a personal interest, and visit the school at the commencement of the term, and again at the close, and you will thereby awaken a deeper interest, both in teacher and scholars, and be better able to judge of the progress made.*

School Committee.—HEZEKIAH SMITH, DAVID A. SNOW, WARREN W. SMITH.

* Attention is respectfully called to the fact, shown by the report from which this extract is made, that there are eighteen school districts in Coleraine, in several of which the attendance did not exceed ten scholars.

CONWAY.

We wish to call attention to some points in which our schools greatly need improvement. In reading, there is, for the most part, a great lack of vivacity of manner and power of expression. Not many really good readers are found in our schools. Close attention on the part of the pupils, and earnest effort and correct example on the part of the teachers, would accomplish much in respect to this. In some instances much has been accomplished. But we fear that reading, writing and spelling are too often made to hold a subordinate place, instead of holding, as they ought, the first place.

Another defect sometimes seen in our schools, is languor of manner. In respect to this much depends on the teacher. A dull teacher will make a dull school. And an earnest, energetic teacher will, unless the pupils are incorrigibly stupid or exceedingly perverse, make an active, lively school. Of all dead things one of the worst is a dead school. To accomplish any valuable results, both teacher and pupils must be alive, earnest, wide awake.

Want of refinement in language is another defect to which we would call attention. Coarse, rough, boorish forms of expression seem to be the favorite ones with some boys. And instances of gross profanity and shameless vulgarity are not unknown among our scholars, though some of our districts are, we believe, entirely free from these forms of vice. The correction of this evil must rest principally with parents. So long as these vices are tolerated at home, we cannot expect that teachers will succeed in eradicating them from our schools.

It is very common in some of our schools for parents to request that their children be dismissed before school is done. This practice is productive of many evils. It interrupts the teacher, retards the progress of the school exercises, and renders those who remain uneasy, and diverts their attention from their lessons, besides depriving those who are thus dismissed of the benefits to be derived from the closing exercises of the school. Doubtless such dismissions are necessary on some occasions, but parents should be careful not to call for them too frequently.

The government of this country is a government of the people and for the people. Surely then the people ought to be acquainted with its form, its principles, and its constitution. Many adults have but little knowledge on this subject. Probably there are men in this town who do not know how the president of the United States is chosen, or how he can be removed from office, or how the United States Senate is constituted. This subject should receive attention in our schools. A small work upon it, adapted to our Common Schools, would, we think, be useful. In the absence of this,

teachers might devote a portion of time, once a week or oftener, to familiar conversation on the subject, or at least embrace opportunities furnished by other lessons for giving instruction upon it.

School Committee.—R. A. COFFIN, J. V. LENTELL, E. CUTLER.

DEERFIELD.

The general committee, in making their report of the schools for the past year, desire to urge their fellow-citizens to co-operate more earnestly with them, and with the teachers employed in the town, to make the schools in every way more efficient. Passing over without remark other matters which have been remarked upon in previous reports, they feel it to be necessary to call the attention of the districts to the evils arising from changing the teachers too frequently. In some of our districts, this fault is not committed. If a good teacher is once secured, pains are taken to retain her term after term, and the school is sure to show the beneficial results of such a course. In other districts, however, the teacher is changed as often as a new prudential committee is elected, and sometimes there is a new teacher almost every term.

It ought to be plain to all, that this frequent change of teachers is a bad thing for a school. Even if the teachers are all efficient, the prosperity of a school is much impaired by frequent changes. Different children require to be treated in different ways. Teachers must have a knowledge of their dispositions, capacities and advancement, and then adapt their instruction and discipline accordingly. Moreover, every teacher has some methods of government and instruction peculiar to herself, to which scholars must become accustomed before the school will be in a good condition. It requires a large part of the term, when a new teacher enters upon the charge of a school, for pupils and teacher to gain that acquaintance with each other which is indispensable in a well-ordered school. Often a whole term is required, before this mutual understanding can be brought about. Where changes of teachers are made two or three times a year, the scholars become confused. The ways of one teacher are no sooner learned than they must be forgotten, and the ways of another learned. Discouragement and carelessness come in. Much time goes in unprofitable ways. There is no opportunity for the attachments to be formed between teacher and pupil, which often have such an important influence in helping a child forward.

Obvious as these considerations appear, many people do not seem to be aware of the impolicy of making these frequent changes. When at the spring district meetings, new prudential committee-men are appointed, too often in selecting teachers, the new officers think less of the interests of the schools under their charge, than they do of providing places for their

friends. Efficient teachers, persons of experience, who have had excellent success in their schools, who have wished and expected to keep on, are sometimes displaced and sent away because the new prudential committee, or some influential person in the district, has some friend who needs the position. Successful experience and high qualifications are disregarded. Often the person brought forward is young or deficient in knowledge. Other considerations are allowed to weigh besides a regard for the success of the school, and it all passes without rebuke from the district, even though the interests of education suffer very gravely.

The general committee earnestly recommend to the districts to pay attention to this matter. If a teacher has done well in a school, by all means let her be retained, even though the teacher whom it is proposed to substitute, has an excellent reputation. Even if a school goes into good hands, weeks, perhaps months, must pass, before the embarrassments are overcome, while teacher and pupils are coming to a thorough mutual understanding.

By all means, let it be understood that the proper principle to be followed in hiring teachers, is regard for the interests of the schools. Citizens are much wanting in their public duty, when prudential committees, or other persons in influential positions, are allowed to use the schools to provide places for needy relatives and friends—making the interests of the schools a secondary affair.

School Committee.—R. CRAWFORD, J. K. HOSMER, T. PACKARD.

ERVING.

The school in District No. 3 made very fair progress. Some fault was found with the teacher, because she did not give attention enough to certain particular studies,—assuming that she was not competent to instruct in those branches, which was not the case. If parents will consider the matter—how many recitations and classes are to be heard in a school of twenty-five scholars or more, and the various hindrances and interruptions that are continually occurring—they must certainly see that a teacher cannot find time to sit down and do a complicated sum in arithmetic, which might take an expert fifteen or twenty minutes, or even more, to accomplish, and go through with the ordinary recitations. And, we think, if teachers take such examples to their boarding places, and get them ready for explanation in school hours, that those having the care of scholars at home ought to be satisfied with the arrangement.

In connection with these remarks, we would ask parents if they ever consider, when they are finding fault with school teachers, how their patience has been tried in the management of their own children—in number only two or three, or more, as the case may be—and unless they con-

sider school teachers something more than human, they must multiply their trials over and above their own by pretty large numbers, in a large school. To manage a school according to the ideas of each individual parent or guardian in the district, is an utter impossibility. School teachers are as liable to make mistakes as some of the parents; but, we think, the greatest mistakes in a district, are oftenest made by the parents—criticizing in a fault-finding spirit the conduct of the teacher, in the presence of their children. It is the most effectual method, and seldom known to fail, of destroying the efficiency and usefulness of the school. Children that do not respect their teachers will not be likely to learn much under their instruction; and how can you expect your children will respect a teacher for whom you do not manifest any respect yourself? We wish parents would take this matter home to their consideration.

School Committee.—JAMES MOORE, A. R. ALBEE, CHARLES A. EDDY.

GILL.

We wish to present some reasons for raising the appropriations for schools in the town. In the first place, money is not worth as much as it was three or four years ago. Five hundred dollars will not go farther to furnish the necessities of life now than four hundred would then. Good teachers will command high pay for their services, and in order to give all of our schools a profitable length, our prudential committees must have the means. Some of the school terms were shortened the past year, for want of means to continue them. All know that an addition of four weeks to a good school of three months, is of more advantage to the pupil than six weeks of the first part of the school. If we have the means to pay liberally for schools, we shall be likely, when we get an excellent teacher, to make the school worth something to us by continuing it.

One hundred dollars in addition to the five hundred raised last year, would enable each district to prolong its term of school about one month, and fifty dollars some two weeks. Again we will suppose that, by raising less money to be appropriated to schools, we save a little more of this world's goods for our children; what good will it do them, if on account of ignorance, they are unable to take care of it? We think it would be better to put a share of it into their heads by giving them a good education, which will fit them for all the duties of life, and will be to them a never failing source of wealth which no one can deprive them of. The boy or girl that does not have and improve the advantages of becoming a good scholar, will find to their sorrow that they have missed a golden opportunity that can never be recovered. We all know the powerful influence of habit, and the person that forms the habit in youth of reading and thinking, will be apt to continue to do so through life; while, if the habit is not formed

in early life, it is very likely to be neglected. We all instinctively love and admire an intellectual, educated, truth-loving boy or girl.

We have not families enough in town to be obliged, by the laws of the State, to support a High School, but there should be a law engraved in the heart of every parent, requiring that the means of education among us should be as good as the circumstances of the case will allow. If we have nothing but Common Schools, let us unitedly endeavor to manage the six schools in such a manner that the youth may be the pride of and an honor to the town.

School Committee.—J. S. PURPLE, JOSIAH D. CANNING, LEONARD BARTON.

GREENFIELD.

The health of pupils in our schools should be a matter of great consideration. A late number of the "Massachusetts Teacher" contains a report made by a committee of physicians in Middlesex County, upon this subject. They sum up their opinion in these maxims, which seem to your committee worthy of a place in this report:—

MAXIMS.

1st. No child should be allowed to attend school before the beginning of its 6th year.

2d. The duration of daily attendance (*including* time given to recess and physical exercise,) should not exceed 4 1-2 hours for the Primary Schools; 6 hours for the other schools.

3d. There should be no study required out of school,—unless at High Schools; and this *should not exceed one hour*.

4th. Recess time should be devoted to play *outside the school-room*—unless during very stormy weather—and as this time rightly belongs to the pupils; they should not be deprived of it except for some serious offence; and those who are not deprived of it should not be *allowed* to spend it in study; and no child should *ever* be confined to the school-room during an entire session. The *minimum* of recess-time should be *15 minutes in each session*, and in Primary Schools there should be more than one recess in each session.

5th. Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but *not as muscular training*. It should be practised by both teachers and children for at least five minutes in every hour not broken by recess, and should be "timed" by music. In Primary Schools every half hour should be broken by exercise, recess, or singing.

6th. Ventilation should be amply provided for by *other means than open windows*, though these should be used in addition to the special means, during recess and exercise time.

It is surprising that parents should permit their children to enter the school-room before the beginning of their sixth year. If they delayed one year longer, the children would be gainers rather than losers. If these

very young children are sent, the school hours should be so arranged as not to confine them more than two hours at each session.

Ventilation.—Our school-rooms, without exception, are unprovided with any proper means of ventilation. It is left to the care and forethought of the teacher to open a window when she finds the room is getting too warm, thus exposing the pupils to sudden colds. But busied with her work, she often fails to observe how close and foul the air has become. Let one enter the room from without, and he will find the air sometimes almost unendurable and, of course, unhealthy and poisonous to the pupils that are breathing it. This whole matter of ventilation needs to be reformed.

An Evening School.—There are a large number of boys who work in factories and whose days are all occupied, who have no means to secure for themselves even the rudiments of an education. Released from work at night, they have no resort but the street and public places, and no resources but profane speech, and coarse, rough sports. They are growing up and getting their education in the street school, under the most debasing influences. They are preparing themselves to fill the ranks of our paupers and criminals. It would be very desirable, if possible, to secure an evening school for such of this class as could be induced to attend it. It would be hardly possible to secure an adequate appropriation from the town for this purpose, for many of those who need such a school live without the limits of the town. But the committee would appeal to the charitable citizens of the town to open and sustain in the winter season an evening school for those who need it. In our charities, at least, let us annex Cheapside.

School Committee.—J. F. GRISWOLD, JOHN E. MOORS, P. VOORHEES FINCH.

LEVERETT.

Nearly all the failures that have occurred in our schools for years past have arisen from putting the wrong teacher in the wrong school. Teachers well qualified to teach in one place or district will be sure to fail in another. It not only doing the teacher an injury to put him or her into a school they cannot manage, but a great injury to the future of the school, for it is always a bad precedent to dismiss a teacher and far worse for the school than for the teacher. Endeavor then, we pray you, to select teachers with prudence and judgment so long as engaging them rests with the districts themselves.

School Committee.—DAVID RICE, CHARLES BALL, OTIS CHITTENDEN.

LEYDEN.

We would again urge upon your consideration a point which has often been advanced in previous reports; that is, the importance and policy of the examining committee being authorized to select and contract with the

teachers. And this we would do with due respect for the ability and sagacity of prudential committees. It is evidently the intention of the law to have the examining committee exercise this authority, unless, by a special vote of the town, it is vested in other hands. Under the present system, many incompetent teachers are employed and come before the examining committee, who, when satisfied of their incompetency to manage and instruct a school, as it should be, if they do their duty and refuse such a certificate, thereby cause opprobrious epithets to be heaped upon themselves, for doing what they conceive to be their duty; while others, we regret to say, of less moral courage, being well aware of the delicate position they occupy, oftentimes license those whom they know and feel to be incompetent to discharge the arduous and responsible duties of a teacher. Thus we find multitudes of would-be teachers who occupy positions they are not fully qualified to hold. Whereas, if the examining committee were allowed to select the teachers, they might ascertain from a personal examination their qualifications for instructing, before contracting with them, and thus obviate many of the disadvantages and difficulties which are constantly arising under the present dispensation.

Again, the system of compelling the teacher to migrate from house to house, in pursuit of his or her daily bread, is a relic of barbarism, destined ere long, we think, to become obsolete. If teachers know they are to be accommodated with steady boarding places, the profession is rendered more attractive, while it costs not one single farthing more to board a teacher in one place all the term, than it does to board them all over the district. We hope the time is not far distant when our law-makers will right this matter. We know of no logical reason that can be given why the cost of the teacher's board could not be apportioned upon the property of the district, in common with the other expenses of sustaining the school.

School Committee.—U. T. DARLING, Jr., S. T. DAVENPORT.

MONROE.

In conclusion we would say, that for some reason or reasons, our schools are not what they ought to be, nor what they might be, with a little effort. One reason is, they are too short. You do not raise money enough on the scholars. This is because there are so few scholars in town. To illustrate: Suppose there were one hundred scholars in town. Three dollars on the scholar, would give three hundred dollars for school purposes. This sum divided among four districts would give each district seventy-five dollars for both summer and winter, which would not furnish the amount of schooling the law requires. But the actual number of scholars in town is considerably less than half a hundred, rendering it necessary to raise more than double the sum mentioned, or some eight dollars on the scholar,

in order that each child in town may have the benefit of six months' school during the year. Do not be frightened at the sound of eight dollars on the scholar, for it makes not half so bad a sound as children growing up in ignorance. There is no alternative. We must either have short schools, or a liberal sum raised on the scholar. But short schools are not the thing. They may be good while they last, but they do not last long enough to secure the best results. At the commencement of school, some time is necessarily spent in preliminary arrangements, in habituating the scholars to the work of study and discipline, while the real and solid improvement must be made, if made at all, toward the latter part of the term. And where the term is but two months, there is but little more than a month left for such improvement, which is too short a time for any marked progress in education. Short schools, and long vacations, ought not to be the rule. For, when the mind of the child halts in the full tide of improvement, it does not remain stationary, retaining all its former acquisitions for a fresh start at the commencement of the next term, but forgets many of the lessons already learned, and also loses much of the mental discipline it had acquired, and which it must spend time to acquire over again, before it can go on with pleasure and success.

School Committee.—JEREMIAH GIFFORD, MIRANDA HINES, HENRY LEGATE.

MONTAGUE.

We are of the opinion that too much time is devoted by our children to the study of arithmetic; not that they are too good arithmeticians, but that they attempt to go over too much ground for the practical purposes of life, and that first of all, practical arithmetic should be mastered and thoroughly mastered by all, beyond which the great mass of scholars can better spend their time on grammar, geography, history, book-keeping, &c., and those who wish to enter upon the higher mathematics will find ample opportunity in the higher schools and academies, the appropriate place for such studies.

School Committee.—R. N. OAKMAN, SEYMOUR ROCKWELL, E. A. DEANE.

NEW SALEM.

Length of Schools.—For a series of years the town has appropriated \$1,000 annually for educational purposes. The General Statutes require that each of the schools in town be kept for a period not less than six months during the year. By a recent Act of the legislature, to take effect in 1867, any town not complying with this provision of the law, must forfeit its share of the school fund—between fifty and sixty dollars—a sum which would lengthen the summer schools more than three months. We deem it the part of wisdom for the town to place their children, for this

length of time at least, under competent and judicious instructors. In thus expressing our opinion we wish to be understood as encouraging no compulsory measures, but desirous that the town should take the subject into candid and deliberate consideration, and act freely, in the exercise of a wise discretion; and we trust that your interest in the Public Schools will lead to the adoption of such measures as will greatly extend their influence. Could the town enlarge, by some harmonious arrangement, the size of the schools, lessening their number, it would secure a much more judicious expenditure of the funds. Experience seems to confirm the belief that schools containing from thirty-five to forty-five pupils, judiciously classed under the instruction of first-rate teachers, are most successful. Now if a single teacher can do justice to such a number, ten, fifteen or even twenty only, must be a waste of energy and a waste of money. We have twelve school districts, and two hundred and twenty-five scholars between the ages of five and fifteen,—an average of eighteen and three-fourths to each district. Should the number of schools be reduced to seven or eight, it would give an average of about thirty or thirty-five scholars to a school,—a number few enough to commit to the hands of an energetic, faithful teacher.

We raise an amount, on an average, of eighty-three dollars and thirty-three cents to a school. With the consolidation into seven or eight, we should have over a hundred and forty-two to each school, with the State bounty in addition. The population is so sparse that some inconvenience would result in educating the children, more particularly the younger classes. To educate our children well is a great matter for every town, as well as for the children themselves. All our interests—family, town, State, nation—urge us to duty. Knowledge is a mighty power, obtained only by the diligent, the persevering, the self-sacrificing. It is worth travelling one, two, or even three miles every day to make our own. Some portion of the exercise gained by walking this distance, is needed for health and success. One pupil at least in the State, living two miles and a half from the school, was a member two years and a half, and was neither tardy nor absent. Distance from the school-house is an obstacle, but in these days of railroads and telegraphs we almost annihilate distance. While we believe in no royal road to learning, we also believe in making the school-rooms so agreeable, and education so attractive, that it will almost level the hills, and make two or three miles of little account. Better far go three miles to a good school kept eight or nine months, than half a mile to a small, poor school, with so few as to make it unsocial, and so short that no systematic course can be pursued. This hap-hazard course, completing nothing, leaving everything fragmentary, renders the culture of the pupils just about impossible. While as much is accomplished as we can reasonably expect, a consolidation of the schools would give more than six months'

instruction, with the same appropriation, and be economy, and help every interest of the town.

School Committee.—DAVID EASTMAN, B. W. FAY, J. A. SHAW.

NORTHFIELD.

It is with pleasure we notice the practical evidence of increasing interest in our schools, manifested by the enlargement of the annual appropriation twenty-five per centum. In 1864, we stood the nineteenth town in the county in the amount appropriated for each scholar, there being but seven towns appropriating a less sum. The increase alluded to will place us about the tenth in comparative position. This is a movement in the right direction, and it is to be hoped, that we may follow it by a still further increase in the future.

The average sum raised for each scholar in Franklin County in 1864, was \$4.06; in Northfield, we raised but \$3.27. In the percentage of valuation appropriated to Public Schools the same year, we stood the seventeenth town in the county, there being but nine towns appropriating a smaller proportion of their valuation for this purpose.

Our sister town of Warwick, which stands at the head on this list, although appropriating but little more per capita than we, raised two dollars to our one in proportion, to the valuation of her taxable property. Our new appropriation gives us together, with the income of the surplus revenue, about \$4.14 to the scholar. The average expenditure for each person in the State, between five and fifteen years of age, in the year 1864, was \$7.23. Having in mind the increased expense of living, and the consequent increase of teachers' wages, the advance being fully one-third, we cannot avoid the conclusion that the new appropriation will do more work than the old.

It will be seen that we are yet a good deal behind the general average, and if there is any good reason why we as a community should not approach a little nearer the medium, your committee fail to see it.

The generous appreciation of the need of a larger sum for school purposes, evidenced by the increase made in 1865, when the town taxes were largely increased by other local causes, leads to the hope that we may yet make an appropriation that will put us upon a level with the other towns of the State.

For the Committee.—JOSEPH B. CALLENDER.

ORANGE.

Ventilation.—Few, if any, of our school-rooms are well ventilated. Some of them are not ventilated at all. Nor is water kept upon any of the stoves, so far as we have observed. The hot, dry, foul air, necessarily

found in rooms so kept, is very injurious to the health of the scholars; and we find in almost every one of our schools, that some scholars habitually drop out the latter part of the term, and we receive one almost unvarying answer when we inquire the reason,—“the scholars are all tired out.” Now, if the air were kept sweet, moist and pure, we should hear far less of this. It is, however, a difficult matter to ventilate our old school-rooms properly. Something can be done by opening the windows at the top and bottom; but the cold currents induced by this method, are often productive of colds, thus inflicting injury in another form. A better method, and one that could be easily put in practice in all cases of repairing or rebuilding, is to make an opening in the floor under the stove, to communicate by a box with the pure air outside. The current of air, entering in this way, comes in contact with the stove at once, and is consequently warmed before it circulates through the room. By the above arrangement, pure, warm air can be supplied in quantities sufficient to meet the wants of the pupils, while, by openings near the ceiling, or by lowering the windows at the top, the hot, foul air gathered in the upper part of the room can be passed off. Were the above hints acted upon, we should have far less headache and listlessness in schools than we now do.

School Committee.—HIRAM WOODWARD, SAM'L S. DEXTER.

ROWE.

District No. 7.—This school was very small, consisting of only four scholars. There is not the interest in teacher and scholar in a small school that there is in a large school. The teacher did well with what she had to do with. Average attendance, three and a half. Length of school, two months.

We believe we express the settled conviction of all intelligent educators, in saying that we have too many schools. If in this town only four schools were supported, it would work a great change for good. Much abler teachers could be employed, much longer schools could be kept. The interest of numbers would be attained; and, we think, that if the change could once be wrought, we never could be persuaded to return to the present system.

School Committee.—SAMUEL P. EVERETT, NORMAN GOODNOE, JAMES M. FORD.

SHELBURNE.

Object teaching has been pursued more generally in our schools this year than during any year past. Several teachers have used Calkins' work on this subject with advantage. Object teaching is of great value in training children to attend to and perceive the parts, properties of and differences

between, the objects they every day see ; thus forming in early life the immensely important habit of observing,—a habit that constitutes more frequently than any natural endowments, the distinction between a great man and one of the common order. Every man may have eyes, but it is not every one that knows how to see with them. It requires a trained sight for that ; and this, with other things, is what this kind of teaching contemplates. We hope our teachers will not overlook this subject.

In closing, we would express our pleasure at the evidence the town gives of its unabated interest in the cause of popular education. More money, by five hundred dollars, was given the past year than the one preceding for this object. Yet it was not too much. The town that has the best schools will be the most likely, not only to retain the families already in it, but also to attract those of other towns to it.

School Committee.—R. S. BILLINGS, A. J. SAGE, G. H. DEERE.

WENDELL.

To require scholars to repeat words without any intelligent ideas of what those words mean, fosters “the bad habit of taking things on trust,” learning by rote, which has been justly termed “an abuse of children,—an imposition upon the brain of childhood.” We admit that the rules and definitions given in the text-book are correct, and important in their place ; while it is equally plain that no valuable knowledge is acquired without the application of those rules and definitions to real objects. Rather we would say, the rule and definition are designed to express or define what is known. Hence the child has no use for them till he has the idea or thing to which they relate. Some of our best teachers, the past season, following the common method, kept their class the whole term in the grammar book, repeating definitions and rules. We were constrained to ask ourselves, to what profit ? Could the class well gain any other idea of grammar, than that it is a dry and useless study ? We do not blame any one for disliking it when taught in this way.

The active, growing mind requires food, ideas, something to feed on—to think and reason about. We would also remind teachers and pupils that geography relates to what actually has a location or existence, and is not all mere abstract names of imaginary places, as some recitations seem to imply. Neither do we consider that scholar properly taught who fluently repeats the rules in arithmetic, and fails in the applications of those rules to the simple, practical questions of every-day concerns. Words, or mere recitations, have formed in the past too much of the work in the school-room. We should as soon expect to make a good mechanic of an apprentice by telling him the names of tools, as a scholar by having him repeat

the words of the text-book. We say, the idea first. Beginning with the known and proceeding to the unknown, is in conformity to the true law of mental progress, and the only proper method of developing the mind.

School Committee.—W. BRIGHAM, ORIN ANDREWS, ANDREW BAKER.

BERKSHIRE COUNTY.

ADAMS.

The teacher of a Primary School, if successful, must possess peculiar qualifications—experience in the care and management of small children—patience, perseverance, aptness in communicating ideas, and capacity to govern by sweetness of temper, rather than by harshness of disposition and conduct. It may be said, that all teachers need the aforementioned qualifications. True; but teachers of Primary Schools, more especially. Your committee trust they have, in a good degree, avoided the commission of the aforesaid error, namely: employing young and unqualified teachers to accommodate them merely, or gratify parents and friends. We believe the duty of school committees to be, the selection and employment of competent and faithful teachers, (when that duty devolves on them,) and whenever they find in a school under their charge, a manifestly incompetent teacher, to apply the remedy of speedy dismissal.

All who may offer themselves to be employed as teachers should consider their intentions as well as fitness for such a position—their responsibility if employed as instructors, and that of the committee who shall employ them. If the object is simply pecuniary gain without a sincere regard to proper advancement of pupils who may be placed in their charge, and a firm resolution to accomplish that end, they should desist from making the attempt to teach youth. Failure of success in this important undertaking is, and should be, regarded as dishonorable. Parents who seek to make teachers of their sons or daughters for the purpose of gaining a livelihood, when they possess not the requisite capacity and aptitude, are intentionally, or otherwise, guilty of great indiscretion and moral wrong; and should not entertain or nurse wrath in their bosoms, towards that school committee who have the principle and courage to thwart them in their unwise purpose. Your committee, during the past year, have endeavored to act in accordance with the doctrine above inculcated, and hereby declare their determination to adhere to it, even more firmly in the discharge of duty, during the year to come. The aid of the whole com-

munity, and especially that of parents and guardians of youth, and all who value human welfare and prosperity, is necessary to the promotion of this great worldly interest; and all rational recommendations of committees and superintendents, in regard to the maintenance and management of schools, should be cheerfully adopted, and every effort calculated and believed to be for their advancement, seconded by all; or all will look in vain for proper improvement.

Your committee recommend, as the best means of improving the condition of schools in this town, enlarged appropriations of money, the employment of teachers in the Public Schools, who intend to make teaching their profession, and who have been prepared therefor, by instruction and discipline in Normal Schools, an increase of wages as an inducement to qualify for teaching, and an effectual incentive to a more zealous, careful and complete performance of their laborious and difficult services.

School Committee.—F. O. SAYLES, L. M. BURRINGTON, S. M. MERRILL.

ALFORD.

Let us not therefore feel that we have only to do as we have done, and to remain as we are. Let us bear in mind, too, that every advance in any direction will be an alteration of something which now exists, and let us be careful not to oppose it, simply because it is an alteration. The fact is, that we ought to make some changes. It would greatly contribute to the prosperity and usefulness of our schools, as your committee believe, if we could employ, for a term or two, if no longer, persons who have been trained for teaching, in our Normal Schools. They would introduce valuable ideas and give us examples of teaching according to the best plans now known. Especially they would bring out and exercise that office of the school now so neglected, namely, the cultivation of manners, and all outward proprieties. Certainly it is as essential to a boy's real welfare, that he should know how to demean himself properly among men as that he should be able to solve a problem in the "rule of three." The original purpose of the Common Schools was that in them the people should not only be instructed in learning, but in religion and morality, in their duties to God and to each other. And a school whose administration and government does not rest on appeal, open or tacit, to the spiritual nature of the pupils, must miss all its best result. Let us therefore uphold with our steady and firm support, the teacher who faithfully endeavors to correct the deportment of scholars, not only while they are in school, but wherever they are. While they are under him he is educating them as persons, and this involves and requires a control, to some extent, over their whole life.

School Committee.—BENTON E. STODDARD, SILAS S. DEWEY.

BECKET.

We believe our school-houses should be properly, comfortably, conveniently constructed—should be neat and tidy—should be in accordance with the principles of taste and usefulness. In such places our children will study better, learn more, possess a nicer sense of propriety, develop a higher character, a more cheerful spirit and appearance, and find less employment for the knife. Let our school-houses be so constructed that the children may be as comfortably seated while there as they are at home. What parent will pass the six hours of the day, five days in the week, twenty days in the month, fifty or sixty in the term, in our schools, as do our children? Yea, how many will spend this time in their easy chairs at home as quietly as we require them to be at school? Very few, if any, will do it. Shall we then compel our children to sit upon backless benches or against the edge of a board—upon benches which force them to turn this way and then “about face” to find a comfortable position, throwing their feet over them in the evolution? Let us reflect thereupon and act in this respect for the good of our youth. Let also the ornamental of nature and of art surround or grace outside the halls where our children gain the first, and to some the last, rudiments of their education. These thoughts now expressed, if carried into execution, will contribute to their physical, their mental, their moral, yea, their æsthetical development.

Another essential to a good school-house is a sufficient supply of black-board. In this particular nearly all our school-houses are very deficient. Instead of simply a short piece at which perhaps two scholars may be employed at once, why not extend this the whole length of the school-room, if possible, perhaps more, so that a large class in mathematics can actively and interestingly be employed during the recitation? This is as it should be.

Another acquisition to the school-room is a series of good outline geographical maps. These will greatly aid the scholar in his pursuit of this branch, inasmuch as knowledge is often more indelibly impressed upon the mind through the organ of vision, than it is by means of any other of the senses.

A word more as to our school-houses. Whose property should they be? By whom built or repaired when extensive repairs are to be made? To these questions we reply: the committee believe the town should do this. The town should build; the town should extensively repair; the town should own. The town can more easily bear the expense which will ordinarily recur only occasionally, can locate the houses in the several districts with less trouble and hard feeling than the district can do, and can render them of a higher grade of architecture than can they without too heavy a tax upon themselves. Moreover this can be done without

the abolition of the district system, or jarring with it, as many years' observation shows.

The committee reiterate the opinion already expressed, "that in North Becket there should be a Public High School taught for the benefit of the whole town, six months in the year, embracing the fall and winter months." We need to elevate the standard of our schools, so that we may educate our children at home; to do so abroad is expensive. Thus many of our teachers will possess a higher culture than they now do, and we shall have within our own limits more who will be qualified to teach than we now have. We need also to give our teachers a steady home. This boarding around is unpleasant and unprofitable for them,—defeats one great plea for its practice, their early acquaintance with the people; for many parents receive such to their homes only near the close of the term, and many not at all. Then in reality the expense of a steady boarding place cannot be much greater than a shifting one; and in this respect little is gained. Now to qualify our youth to become good teachers, and to furnish them with pleasant homes, may take more money than we now raise for schools; but in the end will it not prove the most economical to make the provision? Then as to teachers' wages. Is it reasonable, is it right, to require them to work for less pay than they now receive? Is not this the wrong place to retrench if we would obtain good and continue the best of teachers?

School Committee.—A. W. CROSS, JOHN HARTWELL, C. O. PERKINS.

CLARKSBURG.

Our town is so sparsely settled, it has been thought advisable to support four schools. In this respect, your committee would earnestly recommend a change, and that the four districts as now constituted be consolidated into two. There are many reasons why this change would, in the opinion of your committee, be of great benefit. Among the more obvious are the following:—

The schools could be twice as long, while the scholars would receive three or four times the benefit from the same expenditure. As now constituted, much of the money expended is productive of little good. Our present system, or rather want of system, necessarily compels short schools and long vacations. A considerable part of any one term is spent in regaining what has been lost during the preceding vacation. The scholar has but a confused remembrance of what was acquired during the former term, and feeling obliged to start from about the same point as before, becomes discouraged even at the commencement. Acquiring an education under such circumstances, seems to him a very up-hill business, suggesting too strongly the comparison between his rate of progress and that made by the frog in getting out of the well. This natural discouragement has other

than its immediate disadvantages. The habits formed in the school-room go with us through life. That the boy is father to the man is a terrible truth, tritely expressed. Just such boys as you find in the school-room, just such men you find in the world. Teach a boy to be diligent, respectful and courteous, and you have prepared for society an energetic, influential and successful man. That like produces like, is no more true in its physical than in its moral and intellectual application.

The golden threads of youth are woven into the web of life with influences full as strong as the sterner shades of manhood. The smaller the cords the stronger the cable. Hence we say, if a boy is met with disappointment in the school-room, upon the very threshold of life, he insensibly contracts habits of indolence and recklessness, loses ambition and a desire of excelling, and finally drifts out upon the ocean of life the lawful prey of passion and impulse. The influences thrown around the scholars attending our Public Schools, cannot be too closely watched. It would be easy in this connection to show how strong and direct the relation between the school-room and the honor and prosperity of our common country. 'Tis from these nurseries are taken the tender plants that are to blossom in all the beauty of holiness, and shelter beneath their branches the civil and religious freedom of the world. By consolidation, the schools would be larger, thereby inducing greater emulation on the part of both teacher and pupils. Now, a teacher has no fair opportunity to show a capacity for fulfilling with honor a position so responsible. However earnest the purpose brought to the work, the schools are so short there is no sufficient opportunity for results to become manifest. And so the teacher becomes content to get through the term as quietly as possible, without incurring the risk of positive failure.

A further advantage resulting from consolidation, would be the erection of new school-houses. While the present ones are not to be classed with "blacksmith's shops" or "pig sties," still they are not such as we should desire or ought to have. They have, perhaps, received less attention than they otherwise would, had not a strong expectation of consolidation been entertained, which would have been continually deferred by repairs upon the old houses.

School Committee.—ELEAZER KETCHUM, ELI T. CLARK.

DALTON.

Some of our Common Schools the past year have been excellent in a very high degree, and nearly all have been more than satisfactory. The High School we regard, as on the whole, a brilliant success. A little more experience would probably have made the teacher more successful in her management of some of the larger boys. But of the training enjoyed, and

the progress made by the diligent and faithful scholars, we cannot speak in too high terms. Miss F. is herself an unusually finished and thorough scholar, and the character of her instruction has been of the highest order. There was a finish and elegance about the exercises of her classes at the examination rarely witnessed in such a school. This was especially true of the classes in Latin and the higher mathematics. We count it a fortunate thing that our pupils were able to begin the study of the Latin language under such a teacher.

We think the time has now arrived when our High School ought to be placed upon a more satisfactory basis. Many of our pupils are becoming so far advanced in their studies as to need a more accomplished teacher than can be obtained for \$300 a year. In our judgment, and we are happy to say, in that of many of our leading citizens, this sum ought hereafter to be at least doubled.

We congratulate the town also in having at last fairly entered upon the business of re-building our school-houses. In two or three years, we hope to see our present antediluvian edifices replaced by buildings which will be not only neat and commodious, but an honor to the town. We hope the town will be liberal in its appropriations for this purpose, remembering that we are building once for all. Let us have school-houses that we shall be satisfied with, and proud of in coming years.

School Committee.—A. S. PEASE, E. L. CLARK, H. M. PARKER.

EGREMONT.

Your committee are happy to report an increased interest in some of the schools in reading and spelling. This is doubtless attributable in part to the recent change in text-books in these branches—proving the desirableness of such changes at suitable intervals in all branches of study, as awakening a fresh interest in them on the part of the scholars. These two branches, reading and spelling, have fallen of late from their proper pre-eminence in our Common Schools, and it is therefore gratifying and hopeful that they are beginning to receive this increased attention. To excel in these is an acquisition of real value, and one not easily attained. We hope to see it an object of more diligent effort than has yet been bestowed.

The efforts of your committee to fulfil their trust have as usual been much restricted for the want of proper control of the interests under their charge. The vote passed from year to year authorizing the district agents to hire the teachers, is, we must be allowed to say, prejudicial to the cause of public education. It virtually ties the hands of the town committee, that they cannot act as efficiently and wisely as if the whole matter were under their direction and control. Neither in the selection of teachers, nor in the superintendence of the schools, are they free to exercise their

best judgment ; and so the benefits of a town committee, as required by law, are in great measure lost. To some it may seem more democratic to intrust the hiring of teachers to district agents ; but if it is less democratic to intrust the whole business to the town committee, than other affairs to a board of selectmen, we have only to say " we do not see it." We feel sure that in the latter case the wishes of the districts would be quite as likely to be met, and their schools greatly improved.

The entire responsibility of selecting teachers is one which your present committee by no means crave for themselves. They may not be competent to assume it. They would gladly step aside for others with whom the town would venture to intrust it. They simply desire that the thing may be allowed a fair trial.

School Committee.—T. A. HAZEN, R. H. NORTON, J. H. ROWLEY.

HANCOCK.

It may be well for any to desire a position they can well fill ; but, we think those desiring the office of a teacher, though desiring a good thing, should first sit down and count the cost. We do not mean the cost to employers in way of wages and board, but, whether the teacher shall be fully competent to the undertaking, be master or mistress of the situation, be equal to the emergency, hold command of the position ; in short, be the right person in the right place !

School Committee.—A. P. VIETS, W. H. LAPHAM, W. H. HADSELL.

HINSDALE.

Your committee find, in presenting to you their annual school report, much reason for congratulation and encouragement, in the fact that, amid the severe trials and burdens brought upon us in consequence of war, our efforts in the cause of education, as a municipality, have not been diminished, but increased far beyond those of former years, and on the part of individuals, such an interest and corresponding liberality have been manifested in their support of the High School, as well entitles them to grateful remembrance. And we would also mention in this connection, the faithfulness of our teachers in their efforts to promote the best welfare of their schools, which efforts have resulted, in our opinion, in a degree of usefulness unsurpassed, if equalled, in any former years.

The results of these various efforts may be shown, in part, by the following details :—Amount of money raised by tax for Common Schools, \$1,200 ; amount of money raised by tax for High School, \$700 ; making in all raised by tax for schools, \$1,900. Amount raised by voluntary contribution for High School, \$655.

When the action of the town made it the duty of the committee to act in establishing a High School, the difficulties and responsibilities of such a movement presented themselves with considerable weight, and naturally made us feel somewhat doubtful of results. These questions arose in our minds,—Can pecuniary means be obtained sufficient to procure and continue an efficient teacher? Have we scholars enough to constitute a good school, without taking from our Common Schools to their injury? Will the patrons of the school grant a cheerful acquiescence to the committee in the exercise of that controlling power in deciding who shall be admitted what studies ought to be pursued, which the statute enjoins upon them?

Having a lively sense of the responsibilities resting upon us, as conservators of the general good, in view of the difficulties alluded to, we have gone forth to action in consort with your advisory committee, who have rendered us most valuable aid; and whenever we have made mistakes they have been mistakes in judgment, not in any want of interest for the best good. And we are happy to say, that wherein we then had doubts, we now have assurance. We have obtained a teacher eminently qualified in all respects. Pecuniary means have been furnished sufficient to continue the school under his instruction; we have scholars enough to make a good school, by admitting some from other towns, which we think far better than to lower the standard of qualifications, to the injury of our Common Schools. There has been, in general, a cheerful acquiescence on the part of parents, to the action of the committee, in judging of qualifications necessary to membership, although there have been a few exceptional cases. To such, we would recommend careful consideration before a hasty condemnation. In short, we feel that the school has not only been a success in itself, but its influence has been felt for good in our Common Schools, in inspiring the larger scholars with increasing ambition. And we rejoice that we can so reasonably hope that it will continue to be under the same faithful and efficient teacher, an institution worthy the patronage of all, to which the aspirations of our youth shall turn with such power as to actuate them to diligence in the use of Common School privileges, until they are qualified to go in and enjoy the high advantages which it affords.

Should your action to-day decide in favor of the district system, the question will be, What ought we to do under our present system? We should, in our opinion, steadily seek out and secure for our superintending school committee, our ablest and best men in point of broad and generous views, and then commit to them, subject to your approval from time to time, the adoption and prosecution of a system of well established principles and measures, having in view the best good of every child in town. The cause needs not the uncertain action of changing committees only so far as is necessary to secure your best men, but it needs the steady action of our wisest men. And we think we should let the super-

intending committee hire the teachers, because it is their special duty to be informed about teachers, and there can be no proper system prosecuted without a steady leadership.

We advise, also, to give up altogether the practice of boarding around. It subjects the teacher to many inconveniences, and exposure to inclement weather; also to fatiguing walks often, when they should have the quiet of home and rest, or if not rest, should be preparing to interest their scholars in the recitations of the coming day. The practice is also a great hindrance in the minds of most of the best teachers, and consequently places that class of teachers beyond the reach of those districts that continue its practice.

In conclusion, fellow-citizens, we would thank you in behalf of the cause for your liberal gifts in money during the last year. Your action has placed us in front of the county. Nor would we forget individuals who, for the general good, have subscribed so freely for the support of our High School, which, we repeat, is a proud feature in the rising fabric of our system. Let us secure next that other feature more easily secured, and of no less merit, a Grade School, complete and thorough in the rich and prosperous third district. There is no excuse for delay. With this established, with the High School, with proper effort in every district, and finally, with the public library which the munificence of individuals is now securing for the common good, we may, indeed, hope that the foundation of the good cause is deep and strong, and with a superstructure secured, we may rest only in vigilance.

School Committee.—H. A. DEMING, CHAS. D. SMITH, A. W. GOODRICH.

LANESBOROUGH.

Having thus spoken in some detail, and given commendation in particulars, (and it would be a poor school that had no merit,) we venture, at the risk of exciting displeasure, to suggest one general idea respecting the Public Schools of Lanesborough. Are our schools what they should be, or are they mediocre, or inferior? Some disinterested persons tell us they are inferior. One year's observation will convince a stranger that they are not of the first character. How then shall they be elevated, if it be desirable to make the effort?

One prominent need is that teachers shall be selected from a wider field, and with greater care as to attainments, but especially as to capacity to teach. It is our opinion that a few years' rule by some of the best teachers procurable in the State, would raise our schools to a higher level. We find an anecdote in point as to the matter of incompetent teachers, in the life of Oberlin, pastor in the Ban de la Roche, respecting Stouber, his predecessor. Desiring to be shown the principal school-house, he was

conducted into a miserable cottage, where a number of children were crowded together without any occupation, and in so wild and noisy a state that it was with some difficulty he could gain any reply to his inquiries for the master.

"There he is," said one of them, as soon as silence could be obtained, pointing to a withered old man who lay on a little bed in one corner of the apartment.

"Are you the schoolmaster, my good friend?" inquired Stouber.

"Yes, sir."

"And what do you teach the children?"

"Nothing, sir."

"Nothing! how is that?"

"Because," replied the old man with characteristic simplicity, "I know nothing myself."

"Why then, were you instituted schoolmaster?"

"Why, sir, I had been taking care of the Waldbach pigs for a great number of years, and when I got too old and infirm for that employment, they sent me here to take care of the children."

It is an idea fatal to the elevation of our schools that any one of tolerable education will do for a backward school of small children.

In such cases more depends on the teacher than the scholar. More skill is needed to elevate a poor school than to teach a good one. As we admire the skill which reaches the mind of the blind, deaf mute and can even awaken dormant intelligence in an idiot,—let us also appreciate the skill needed to bring poor and backward scholars up by the excellence of methods to high scholarship.

School Committee.—DANIEL DAY, HENRY PRATT, CHARLES NEWMAN.

LEE.

We cannot expect uniformity in our teachers any more than among other professional men. Generally speaking, the higher the office the greater will be the diversity of ability in those filling it. The office of teacher ranks in importance next to that of the clergy, and demands a combination of tact and talent that is more rarely found than is generally supposed. The common impression seems to be that if a person knows enough, he can teach. We might as well expect knowledge to be the only requisite for a successful preacher. A warm heart, as well as a sound head, is needed both in teaching and preaching. Benevolence, candor, cheerfulness, dignity, integrity, patience, and above all, common sense, find ample scope for exercise in the school-room. The character of the teacher exerts a silent, but powerful influence over the school, and in the selection of a teacher should be considered of vital importance. Children are good

observers of character, and as they sit upon their benches they study the man as well as the book. No angry frown, no peevish word escapes their notice. They naturally look up to their teacher as the source of all wisdom, and, besides the parent, no one has so good an opportunity to instil into the youthful mind the principles of virtue, as well as the rudiments of science. Unconsciously to themselves the children will imitate the habits and manners of their teacher, so that his very look and gesture serve to educate. There is not much danger therefore of over-estimating the importance of the office. To the agents of the several districts is intrusted the duty of selecting teachers, and to the town committee the duty of approbating.

We judge the candidates mainly by their literary qualifications, the agents should look well to their character and antecedents. Past success is one of the best criterions in selection. Inexperienced teachers must sometimes be employed, but never in large and difficult districts. The dove does not take a long flight in the first trial of its wings, and we do not put a boy preacher into a large city church. There is a certain confidence that comes only from experience, and a certain wisdom that only comes with age. We do not pretend to know definitely the age when the duties of a teacher can be safely assumed, but we recommend caution on this point, and would advise the inexperienced to commence with small schools, or as assistant teachers. Our Normal Schools furnish good facilities for acquiring both education and experience, and we strongly urge upon all who wish to make teaching a profession to avail themselves of the training and practice which these schools afford.

There is one other matter to which we desire to call a passing notice: The business of the town has been prosperous for the past few years, and the demand for youthful labor has greatly increased, so that many of our youth are tempted to leave school before the foundation even of an education is laid. It is greatly to be desired that parents and manufacturers should regulate this matter for themselves, without the interference of the strong arm of the law, but the genius of our republican institutions absolutely requires general intelligence among the masses. Not a child should be allowed to grow up among us, without such an amount of education as will fit him for an intelligent use of the right of suffrage, the performance of all the duties and the enjoyment of all the privileges incident to a free government.

School Committee.—ALEXANDER P. BASSETT, ALEXANDER HYDE, JOHN BRANNING.

LENOX.

There is another topic which we consider of special importance, to which we desire to call your attention, before closing this report,—and that is, the establishment of a school of a higher grade than any we now have in

the town,—a school in which instruction can be given in history, algebra, geometry, natural philosophy, chemistry, botany, the Latin, Greek and French languages, and such other branches, as may serve best to develop and strengthen the minds of the young of both sexes, and fit them to fulfil intelligently and successfully the duties of life, and also to prepare such young men as may desire it, for entering any of our colleges,—a school in a word, that shall afford advantages for elementary instruction equal to those of the best academies, and other like seminaries in the State. We think that the interests of education, all the best interests of the town, demand a school of this description, to be open alike to all who have the necessary qualifications.

There is a statute requiring towns with a certain number of families, to maintain such a school. Not having the specified number, we do not incur any legal penalty for neglecting it; but on general principles, it is manifest that if a school of this kind is needed by a town with five hundred families, it is equally needed by one with three or four hundred; needed especially by those who are not able to send their children away from home, but also by those who, while having abundant means, are yet unwilling their children should lose the benefits of home influences at a period when they are most important to their happiness, and the formation of their character.

In this and many other respects, it is obviously desirable to have such a school as we now recommend. The question then remains, is it practicable? In other words, is the town ready to supply the necessary means? If so, there appears to be nothing in the way of establishing it immediately.

And there are some special inducements for beginning now. In most like cases the expense of erecting a suitable building would be a great, perhaps an insuperable objection, but one has been offered by the trustees of the academy, which would need only repairs that could be made at little cost, to be well adapted to the purpose.

There is also a fund under the control of the same corporation, yielding annually about one hundred and fifty dollars, which is generously offered, so that we could enter upon the work with the free use of property amounting to at least three or four thousand dollars, and the expense that would generally be incident to the establishing of such a school would be reduced to that extent. Is the town prepared to furnish the rest? Could there be any better investment of the sum that is needed?

We think that five hundred dollars would be sufficient to put in operation a school such as has been briefly described, and we have full confidence that if this is done, the benefits of it will begin to be perceived immediately, and will become more and more apparent from year to year, as long as it is continued.

School Committee.—J. FIELD, S. S. JENNE, G. M. MATTOON.

MONTEREY.

Another fault we notice is the little attention given to reading, spelling and writing, which we consider the most important branches of education. We think these branches have not received the attention their intrinsic importance demands. We would by no means encourage the neglect of the higher studies, but we look upon these as the foundation upon which to build a structure. No man would be so inconsiderate as to erect an edifice upon an unsound or inefficient foundation. Neither should children expect to attain an eminence in scholarship without first obtaining a thorough knowledge of the great fundamental rules of education as the basis. We will suggest a method, which, if carried into effect, we think, would be productive of the most satisfactory results. Let a portion of each reading lesson be assigned to each member of the class, requiring them to substitute other words of like meaning, thereby adapting different language, but expressing the same sentiment. This would be advantageous in many ways: first, by acquiring a more extended knowledge of the definition of words, by obtaining a more correct knowledge of orthography, and enabling the scholar not only to communicate intelligibly, but to clothe his ideas in the most refined and elegant language.

In regard to spelling, we will make the same suggestion that we have to the most of our teachers. That is, to have all the scholars read their lessons before spelling, as in studying them they often mispronounce words; if they do it then, they seldom notice their mistake, and when the teacher in putting the word to them to spell, gives it a different pronunciation, they know no more how to spell it than if they had never seen it.

Another very important item is the definition of words. The scholar should be perfectly familiar with the spelling and pronunciation of all the words in his lesson.

We will next refer to the little attention given to writing. In some of our schools there is decidedly a want of systematic procedure in this branch, and more pains should be devoted to it. Scholars should not be allowed their copy books to write whenever they choose, but there should be a regular hour for this exercise, so that the teacher may devote her whole time and attention to this highly important study, which is a great and desirable accomplishment. The position of the scholar and the manner of holding the pen, should be an object of special attention.

School Committee.—A. B. GARFIELD, NATHAN TAYLOR, C. E. HEATH.

PITTSFIELD.

It is gratifying to know, that among our best teachers are the graduates of our High School. Before this school was established, more than one-half of the money paid in wages to teachers, was to strangers. Now not

only our own, but many of the schools of neighboring towns, are furnished by its pupils with popular and able teachers. Relatively expensive as this school is, it is nevertheless a project evincing in the town a most "enlightened self-interest." Open to all, its members represent every class and condition in the community. Very many who are taught and educated in it would otherwise have been shut up to the teachings of District Schools, and their acquisitions limited to the rudimentary branches taught there. Here one may be fitted to enter college, to teach, or well qualified for the counting-room. The High School is a legal and educational necessity, and needs no advocate. A careful examination of candidates for admission to this school, and a strict adherence to what seemed only reasonable qualifications for admission, has reduced the number of its pupils, but is elevating the tone and character of the studies taught, and is reflecting favorably on the Primary or District Schools. More advanced classes are found in these schools than for many years past. It is believed that committees have uniformly found an undue haste on the part of parents to get their children into the High School. This is the greatest possible mistake, unless the High School is let down to the Common School standard, when it ceases to do, of necessity, just what it was designed to accomplish.

For the Committee.—O. S. Root.

STOCKBRIDGE.

The one great want of our schools, other things being equal, has always been, and at the present time is, competent teachers; a declaration with which perhaps all ears are familiar. A teacher of small children, especially, as another has well expressed it, should be "a sort of locomotive patent office," full of all manner of inventions. Children love novelty as much as they hate routine; and the idea that anybody and everybody can teach young children is one that ought to have been exploded long ago, as most ruinous and disastrous; yet your committee are often told that Miss A——, or Mr. B——, are sufficiently qualified to teach one particular school, but probably not some other. But this is all wrong. We should insist upon having the best teachers for young children. If the stream be poisoned at the fountain, it will send forth pestilent waters evermore; and there is no intellect too expanded, no virtue too pure, no knowledge too profound, no wisdom too exalted, which may not find full scope for its exercise in our Primary Schools.

He who desires the office of a teacher, "desires a good thing;" but if when installed in office, he is found to lack the essential qualifications, and which alone can insure success, he is certainly in a position to do some very bad things; which in his reflective moments, he may not hesitate to acknowledge.

We have in our State several institutions devoted exclusively to the instruction and thorough training of those who desire to become teachers ; where for a mere nominal sum all can go, and become acquainted with the most approved method of teaching that modern experience and ingenuity can furnish. All who intend to follow teaching as a profession, or who intend to teach only for a limited time, should avail themselves of the advantages which our Normal Schools furnish at so cheap a rate.

The Great Architect has given us minds to appreciate and enjoy beauty, and has filled his visible creation with the most beautiful objects, to gratify that sense of the beautiful which we all possess in a greater or lesser degree. To put a child during the most impressible period of his existence, in a place where there are absolutely no beautiful objects to appeal to his internal sense, is to deaden or completely destroy his natural taste ; and thus deprive him of one of the highest and purest sources of enjoyment. We must remember that early impressions are the most abiding ; that they "grow with our growth and strengthen with our strength ;" and take care that all the associations of our children are such as will expand and elevate all their faculties. In some parts of our State the school-houses are models of architectural beauty ; located in the most desirable place that can be selected, surrounded by pleasant walks, trees and flower gardens, the pride and ornament of the neighborhood in which they stand. We trust the day is not far distant when these nurseries of the future rulers of our land, in the town of Stockbridge, will also be our pride and ornament ; and not, as at present, remind the passer-by of the relics of the dark ages, or the extemporized defences of the days of the Revolution.

There is another subject, in relation to which your committee feel bound to submit a few observations ; and that is the importance of having a High School, where our children can have all the educational advantages they need without the necessity of being sent from home to obtain them, and at a comparatively trifling expense.

It is believed that such an institution would be of incalculable value in raising the standard of education among us, and would, perhaps, do more to stimulate the pupils in the other schools, than any other course that could be pursued. They would enter it upon examination ; and thus they could be fitted for college, or for any of the active pursuits of life. We have now what perhaps may be the nucleus of such an institution in Williams Academy. The funds of that institution amount annually to about one hundred and eighty dollars, and may, perhaps, be brought up to two hundred. If an arrangement can be made with the trustees of that institution, the town will have a building and a very respectable fund to begin with. It will be necessary for the town to raise from six to eight hundred

dollars, and to admit, if need be, a limited number of pupils from abroad, who should pay for their tuition, while those from the town schools would be taught at the expense of the town. Your committee think there is a pressing need of such an institution among us; and though we are not obliged by law to establish and maintain such a school, yet it is believed, that whether it is decided to abolish the present district system or otherwise, if established and once in successful operation, the people of the town could scarcely be tempted to part with it for any consideration. Let it not be said that such an institution would be beyond the ability of the town to support. We all desire, or should desire, to give our children the best education possible, for that is a possession substantial and abiding. In what way then can we accomplish it more economically or more satisfactorily to ourselves, than by having an institution whose tuition is free, or rather, is paid by the combined contributions of all classes of our citizens; where we can have our children at home, so that we may ourselves guard them from temptation and vice and may avail ourselves of their assistance when their school duties do not require their particular attention. It is true that the burdens imposed by the late terrible war still press heavily upon us, but we cannot afford to be parsimonious in the education of our children.

There is surely no one among us so warm with partisan zeal, or so engrossed with plans for self-aggrandizement, as to be unwilling to attend to the present necessities of his children, or to consult for their future well-being and success. Even those who may have failed to comply with that oldest and most honored command, given through the father of our race to a then unpeopled world, are yet endued, it is to be hoped, with a patriotism so liberal and expressive as to enter with earnestness into the adoption of any plans which may have the effect of improving our schools, intimately connected as they are, not only with the highest and best interests of the town, but with the true greatness of the State, and the permanency of the government.

School Committee.—M. WARNER, N. H. EGGLESTON, GEO. T. DOLE.

WILLIAMSTOWN.

But there are other suggestions from these statistics of an encouraging nature.

1. In several of the districts the number of scholars reported in attendance is exactly equal to the number in the district, and even the average attendance is only a little short of the whole number.

3. The amount of money appropriated for schools, is greater than ever before, averaging \$4.44 per scholar, it being only \$3.12 in the previous report.

4. The vote to establish a High School is another encouraging sign of progress among us.

5. Abolishing the district system is a further step onward, one which experience has proved needful to the most efficient and successful working of the Common School system.

School Committee.—JOHN B. WATERMAN, N. H. GRIFFIN, GEORGE F. MILLS.

WINDSOR.

Now, in all candor we ask, how it can be expected that scholars will make much proficiency in their studies if permitted to absent themselves from choice, or otherwise, from constant attendance. The blame for tardiness and non-attendance is seldom attributable to the teachers, but chiefly rests upon parents, and others who have the welfare of the children in their keeping. If parents would take the same view in regard to the education of their children, that they do in their pecuniary affairs, we should not see the thrifty farmer keeping his boys at home to do chores, that he might make an extra quarter by chopping wood, or the mother keeping her lovely daughter out of school making preparations for a party. The farmer that in time of seed-sowing should stop his men and teams two or three days in a week, and thereby leaving half his land uncultivated, with the expectation of a full crop, would act just as consistent with good judgment and sound policy as the man that keeps his children away from school one-half the time, with the expectation that they will advance in their studies as fast as his neighbor's children that attend school punctually every day.

School Committee.—N. T. PIERCE, H. D. CAPEN, SAMUEL DAWES.

NORFOLK COUNTY.

BELLINGHAM.

A want of capacity to govern in our teachers, has been the cause of most of the failures and deficiencies in our schools for the last twenty years. Not but that there has been a marked difference in the progress of the schools where the discipline has been equally good. This arises from a difference in the capacity of the teachers to awaken emulation and incite enthusiasm in the scholars to be prompt in their attendance and perfect in their recitations.

But the "no-government" theory is an absolute absurdity. Let any one visit two schools—one under wholesome discipline, and the other not—and he will discover a wide difference in the whole aspect of things. Just imagine—if you will not take the trouble of visiting the schools—the situation of thirty or forty scholars collected in the school-room, full of life and fun, with no restraining influence to guide and direct that exuberance of life to its legitimate object, and another school where order and discipline prevail. Could you, unobserved, look in upon these schools, in the one you would see nothing but sport, fun and play; whilst in the other, you would see the teacher moving about calmly and quietly, respected and beloved, and all deeply absorbed in study.

School Committee.—JOSEPH T. MASSEY, GEORGE NELSON.

BROOKLINE.

Our Public Schools are the glory of New England. Sitting several years since, in a parlor in Manchester, England, in company with a merchant of that city, the conversation naturally turned on the difference between that country and this. We remarked on much which we had seen to approve and admire in England, but added that they want our system of free schools, throwing their doors open and offering their advantages to the children of the poorest equally as to those of the wealthiest. We then described one of our High Schools, taking that of Brookline as an example, giving the course of study, embracing as it does, besides the common branches, algebra and geometry, French and Latin, natural philosophy and history, rhetoric and composition, music and drawing, and assured him that all these were offered free of cost to the child of the humblest laborer in the community. He seemed surprised for a moment, but then replied: "We do not want such facilities of universal education. The true theory is, to give to each class the education suited to their calling. There must be in every society hewers of wood and drawers of water. Such culture as you speak of would make the laboring classes discontented with their lot. They have no need of it, and it would do them injury."

But we do want American children to have just this culture. When they come to the position and responsibilities of citizenship in this republic, they will have need of it. With universal suffrage, we must have universal intelligence. The man who is to influence by his ballot the decision of the most vital questions of State and National government, needs the education that will fit him to examine these questions, and intelligently decide for himself. Millions of uneducated voters, or of those who can barely spell out an English sentence, or write their own names, must be a dangerous element in our population. The government, nominally democratic, would in fact be but the worst oligarchy. The purity and per-

petuity of our government, therefore, depend, in a larger measure than we can estimate, on our Free Schools. These underlie the whole, as does the granite foundation the stately edifice.

It is a mistake that any one can teach a child his alphabet and his first lessons in reading and spelling. There is no position where tact, patience, good judgment, fertility of resources, in fine, all the qualifications of skilful teaching are more needed than in the Primary School. The committee desire, as far as can be, to fill the occurring vacancies in these schools from applicants who have been educated in our own schools. Other things being equal, these have certainly the first claim. But a stronger claim is that which the schools make for the best teachers, whether from abroad, or from those at home. We would respectfully suggest to young ladies, who, having completed the course in our Public Schools, are desirous of teaching, that, if practicable, they spend at least one year in some one of our excellent State Normal Schools, thus adding to their other acquirements, a knowledge of the art of teaching.

For the Committee.—WILLIAM LAMSON.

BRAINTREE.

The government and discipline of a school make greater demands on the head and heart of the instructor than the mere teaching. The number of those possessing sufficient knowledge to conduct a recitation is large, but the number who can wisely govern and discipline is small. The defects in the order of the school-room, and in the general conduct of the scholars, are perhaps as often to be attributed to the weakness and incapacity of the teacher, as to the perverseness and insubordination of the scholars. How often have we had a demonstration of this in the appearance of a school under the charge of a first-class teacher and disciplinarian, and the same school, with changed aspect, when an inferior teacher is placed at its head. It is to be regretted, that the principles of school government are so imperfectly understood. The control of a school is not always the government of it: the former is constraint; the latter, discipline and education.

For the Committee.—NOAH TORREY.

CANTON.

General Remarks.—One of the greatest impediments in the attainment of a perfect school, is the irregular attendance of the pupils; this is not the fault of the teacher, or of your committee. If it were truant-playing alone that produces this want of attendance, it might be overcome in some manner. But it is the fault of the parent, who, when he ought to enforce attendance,

often allows the child to follow his own inclination ; or even detains him at home all day for the performance of some trifling duty which, with a little forethought, might have been done either before or after school. Let parents remember that the improvement of their children, the attainment of useful knowledge, is of far greater value than the indulgence of a love of amusement, or the slight assistance they can derive from their services in detaining them from school. They should remember that education is better than money, and that the price of wisdom is above rubies. Many a man wears out his life as a hewer of wood or drawer of water, who, had his parents sent him to school when a boy, might have attained to some post of usefulness and honor. Parents have, therefore, an important duty to perform in securing the attendance of their children. But it is not only to this individual child that the injustice is committed, but his schoolmates, seeing one of their number allowed, day after day, to remain away from school, spending his time in play, while they are confined within the walls of the school-room, soon become restless and uneasy, and, to use an expression much in vogue at present, "demoralized." It has been the experience of your committee, and the united testimony of the teachers, that the grand obstacle in the way of advancing our schools is this irregular attendance. To what better place than the school-room can we send our children to acquire habits of punctuality, application and obedience? A child untutored to habits of punctuality, who is habitually late at school, will, when a man, be always missing his appointments. If he is not taught to apply himself to his books while at school, how can he be expected to apply himself to anything when he becomes a man? the restless Satan within is ever spurring him on to deeds of mischief and wickedness. If he will not obey the laws of the school, what guarantee have we that he will not rebel against the laws of his country? "Just as the twig is bent the tree's inclined."

In our Primary Schools there are quite a number of children under five years of age. We do not labor under the impression that these schools are created and sustained for nurseries, where children of a tender age can be kept from the streets, or to save care and trouble at home. Perhaps such schools are needed. If the necessity exists, let us establish them ; but we protest against combining the two.

The subject of creating a High School has engaged the earnest attention of your committee. There are many disadvantages under which we labor in a town so sparsely settled as ours, in the formation of a High School. But it seems to your committee that the benefits to be derived from such a school more than counterbalance the obstacles to be overcome.

For a number of years past many scholars have been out of town, or attending Private Schools in town, for the purpose of obtaining instruction in the very branches required by law to be taught in our own town. And

there are many to-day in our Grammar Schools, and some even in our Mixed Schools, who are perfectly well qualified to pass the examination which would be required before gaining admission into such High School.

Could the pupils of our Grammar and Mixed Schools be classified, thereby bringing those of the same proficiency together, so that a large number may be instructed at the same time, a great advantage would be obtained. It requires no more time to hear a class of ten, or even twenty, recite a given lesson, than to hear one recite alone; and companionship has a salutary influence in study, which operates with peculiar force upon the minds and hearts of young children. Not only does it stimulate ambition among the pupils, but it makes the task much easier for the teacher. In our Mixed Schools it is almost impossible for the teacher to hear a pupil read more than once during the day, and in the winter the teacher takes the recess to hear the smallest children recite their a-b-c's. We hear much said at the present day about a "true division of labor." Why not apply the system to schools? Let each teacher be required to perform the exact portion of work assigned, without interfering with that of the other. The Primary, the Intermediate, the Grammar and the High School has each its appointed work, in its own proper sphere. But not only is it a saving of time and labor, but it is a saving of money also; and in these times, when money is such an important consideration, it behooves us to be as economical in its expenditure as possible, and obtain as an equivalent the greatest possible advantage. The less advanced, who can as well be instructed by a female, are not carried forward to the more expensive instruction of the master until they are prepared to be correspondingly benefited thereby. Our Public Schools do not furnish all the instruction the community requires. To complete this work, some are sent abroad. Nearly every district in the town has its representative in schools out of town. The same knowledge can just as well be acquired here, and Canton can just as well be a seat of science as any of the neighboring towns. And it is a duty we owe to those who desire an education, but who are unable to go abroad to an "Academy," or an "Institute," that the means of acquiring the same should be placed within their reach.

In closing this report, we feel it our duty to renew the recommendation of past years, viz.: That the district system be speedily abolished. If you will not do this, the best interests of your schools demand that at least you should allow your school committee to choose the teachers. While your committee possess a veto power, which is not to be used either by the president of the United States or a school committee, except under the strongest as well as clearest sense of duty, just so long the prosperity of your schools will be a matter of chance.

Superintendent.—D. T. V. HUNTOON.

COHASSET.

Every teacher in the town has labored diligently and successfully, has advanced the children in learning, and has secured good order in school, so far as the committee have been able to judge. They have all earned, and the female teachers, especially, with their small salaries, have more than earned, the compensation which they have received. In hardly any business is so much service rendered for so small pay, as by the teachers in this town. And this our female teachers can do only from the fact that they, for the most part, have received their education in our Public Schools at the expense of the town, and learn to teach by practical experience in the schools. Then our school system is so arranged that the schools are made comparatively easy to be governed, especially the Graded Schools. Besides, the plan of continuing the same schools from year to year under the same teachers is favorable to ease of governing and to successful teaching. Perhaps this has helped the progress of our schools more than any one thing. Those schools which were in the habit of changing their teachers once or twice every year, continued to be in a backward state as long as they pursued that course. Since they have been under the same teachers, for a considerable length of time, they have greatly improved. This has been especially manifest in the Jerusalem and Beechwoods Schools. Those schools were, for many years, decidedly behind the other schools in town. Since they have ceased to change teachers so frequently, they have greatly advanced, and now rank well with the other schools. The school in the Beechwoods has made especial improvement, and never before stood as well as it has done the past year.

But while this system of continuing our schools for a succession of years under the same teachers is, upon the whole, the best system for them, and has contributed very much to their success and improvement, it is not without its difficulties and dangers. If the teachers have a true love for children and an interest in their work, if they are constantly aiming at a higher ideal of excellence, if they seek to improve themselves by study and self-culture, and especially, if they try to learn improved methods of teaching, and to keep themselves up to the constant progress in education which is going on, they will preserve their freshness of heart and of intellect, and become happier, and more successful as teachers every year. We can hardly conceive of the excellence, as a teacher, one of our young ladies may attain, and the power she may reach of securing the obedience, and of gaining the affections of her pupils, and of exciting an interest in learning in their minds, who has them from year to year under her care, and seeks continually to enlarge her own knowledge, to comprehend more fully the nature of her work, to enter into closer sympathy with the children committed to her charge, and help them in every practicable way.

But with these advantages there is danger of continuous teaching becoming mere routine. The practice of going over the same books and same studies, from year to year, is apt to destroy their freshness and interest, to the mind of the teacher, and thus make her incapable of interesting her scholars. Teachers are apt to get into a kind of a rut, from which it is hard to get them out, and to keep on in a mill-horse round, hearing lessons mechanically, without having any very strong or clear conception of their meaning, or being capable of communicating clear ideas to their pupils. Then, by teaching awhile in a certain way, they are apt to think that there is no other or better way, and therefore are averse to adopting any other methods by which they may interest their pupils, or help them to learn more rapidly. Children, to be interested, need novelty and variety. At least they need teachers who are willing to try improved processes of instruction, and to avail themselves of the new light which is being thrown on the science of teaching.

Another difficulty is, teachers confining themselves to the teaching of only what is contained in the text-books, and being satisfied if the daily lessons are only learned and recited well. This may become very dull and mechanical work, a burden to teacher and pupil. The school-books, sometimes, seem to be hindrances in true teaching, and those who rely on them fail of doing their work, often, in the best way. One reason why our children attend school year after year, and make so little progress is, because they have been required to commit and recite lessons with but little illustration or attempt to interest them on the part of the teachers.

If when teachers come to the part of arithmetic which treats of fractions they should take all the arithmetics from their pupils, send them to the blackboard, and with crayon in hand give them oral lessons only, they would probably teach their pupils more pleasantly, more rapidly, and more thoroughly than they do by their present method; and so with regard to many other parts of arithmetic. The introduction of Walton's Table into our schools will do very much in this direction. This table consists merely of columns of figures. From it, with very little help from the teacher, the pupils can learn numeration, addition, subtraction, multiplication, and division more thoroughly than these fundamental operations are usually learned. The teachers have been instructed to use these tables faithfully in all the schools except the Primary.

A few years ago the committee examined a class in grammar, in one of the schools in town. Some of the scholars had been studying the book for a long time, yet they seemed to have no real knowledge of the principles of grammar. They could recite the words of the book imperfectly, and that was all. The teacher, who was just taking charge of the winter school, was advised to throw aside the text-book entirely, and rely altogether on oral instruction. He did so, and the progress of that class,

which never afterwards learned lessons from the grammar, was more rapid than ordinarily, and they became more familiar with the principles of English grammar than almost any class of pupils of their age in the town.

Last spring the committee removed all the English grammars from the three central Grammar Schools, if these schools can be called Grammar Schools when the grammar is excluded from them. They made this change because they were convinced that the study of grammar, as it had been pursued in these schools, had been of little real benefit to the children, who could take it up with more advantage as a fresh study in the High School. The committee, however, desired the teachers to give all the oral instruction in grammar that they might feel inclined to give. They might, with advantage, give regular oral lessons, correct the violations of the principles of grammar in the language of their pupils, and require of them frequent exercises in composition, in the correcting of which they might teach both spelling and syntax.

School Committee.—JOSEPH OSGOOD, GEORGE BEAL, Jr., EDWARD TOWER.

DEDHAM.

We renew our appeal in behalf of good reading, as a distinct and exceedingly worthy object at which our teachers should aim. Remarks upon this branch of ancient repute may appear very trite, yet the need is still great. Other recruits out of the commonwealth of babblers, may be profitably levied. Let us have more good reading, distinct in enunciation, clear and full in tone, somewhat appreciative of the matter in hand, and not too loud. The old and almost universal injunction to the scholars of our Public Schools was, "Louder,—a little louder, if you please." Would it not be a good work in which our teachers might engage, to help the pupil to an understanding of the relations between his voice and the room in which he speaks—to graduate expression, so that the enunciation may become perfectly distinct: not a painfully elusive, unknown quantity on the one hand, nor unpleasantly shrill—a sort of human fife—on the other? Comparatively few pupils are sufficiently instructed "to measure their voices," and to adapt the movement to the natural capacity of the lungs, and the result is painful both to reader and hearer. It needs to be directly inculcated, that good expression does not depend upon the amount of breath forced through the throat, for this would make the steam escape-pipe of a locomotive at high pressure of better quality than the tone of a flute; but upon the manner in which the breath is used, whether vocalized, that is, formed into pure, articulate expressions, or sharpened like a knife. It is said on good authority, that a whisper from a well-trained voice can be heard in the largest room. What is wanted in the exercise under consideration, is not the tone of an invalid, feeble, vacillating, desultory; nor the

highest and keenest note of juvenile effort, as if some future shipmaster were practising for the emergencies of the rough gales that sweep around Cape Horn—but a familiarity with the matter, an understanding of the method of natural, correct and distinct expression; *i. e.*, so clear and full in tone that each sound can be easily distinguished from every other.

School Committee.—BENJAMIN H. BAILEY, M. M. COLBURN, ALFRED HEWINS, OLIVER F. BRYANT, D. S. FOGG, CALVIN S. LOCKE.

DORCHESTER.

During the last examination, the committee have been impressed with one apparent change in the mode of instruction pursued in many of our schools, and that is, the practice of giving information upon every subject taught from other sources than the text-book. The change thus witnessed has been a very gratifying feature in the progress of the year that is past, and has been a matter of special comment in the several reports of those who have had the last examination in charge. The committee hope that another year will show still greater progress in this direction. The practice referred to, if properly pursued, must prove a source of profit and of pleasure to the teacher as well as to the scholar. It not only lends a charm to the pursuits of the teacher, but enables him with greater success to interest his pupils, and thus to impart instruction as he cannot otherwise do. The habit of general reading upon all subjects referred to in the text-books, tends also to elevate the character and calling of our public teachers, and to make the business of teaching a truly learned profession.

Chairman.—HENRY A. SCUDDER.

FRANKLIN.

We would have singing and muscular exercises introduced and practised in all our schools.

The question is frequently asked, of what practical importance are these exercises? In our opinion, they have an important bearing in several respects. First, they are conducive to health; and whatever tends to expand the lungs, to give vigor and elasticity to the limbs, to quicken the sluggish blood, is well calculated to prepare the mind for greater and more persistent effort. Do we not all know that our ability or inability in scientific research depends very much upon the health of the body? Have we an aching brow or a muddled brain, we may persevere in our efforts, but slow indeed will be our progress. Secondly, they assist the teacher in governing her school. It is said that idleness is the parent of vice. In no place is this truth more plainly demonstrated than in the school-room. The moment a child is out of business assigned it by the teacher, it will

have business of its own, which is very apt to be detrimental to his intellectual and moral culture. Neither his physical nor literary progress demands or will allow him to sit upright with eyes riveted upon a book one hour and a half four times in a day. It is tyranny to impose such a burden. No kind and considerate teacher will exact it. But if she will intersperse the studies and tasks of each quarter-day with a good school song and appropriate exercises, it will afford amusement, give relaxation to the strained nerve, occupy the time which might be otherwise worse than uselessly employed, besides adding new vigor to both mind and body. Lastly, we believe they add much to the *morale* and harmony of the school, and certainly very much to its external appearance. It is pleasant to see a teacher and scholars uniting heart and voice in the effort to shake off dull apathy; but far more pleasant to witness the moral results of these sympathetic exercises. We hope our teachers will try the experiment of substituting the exercise and song for the rod and painful scream of the child. We would not be understood as excluding corporal punishment entirely, but that we prefer the teacher who has the talent to shape means to ends in that way that out of amusement, healthful exercise and moral song can produce a higher grade of order than exists in the virtue of the birchen twig. If the teacher has a scholar that these influences will not reach and reform, then it is her bounden duty to secure order, even though she is obliged to resort to the use of the rod. In our opinion, a disorderly school is the nursery of crime, and ought not to be sustained, because of its evil tendency and omission to teach one of the most important branches laid down in the statutes of the Commonwealth, namely: It shall be their duty to teach good behavior.

School Committee.—S. W. SQUIRE, SEWALL FISHER, J. A. WOODWARD.

MEDFIELD.

So, also, should particular requirements of teachers, if reasonable, be sustained by public sentiment, and gracefully submitted to by individual scholars and by their parents. Surely, it may be reasonably supposed, that in selecting and employing teachers, your agents will be governed by pure motives; will cautiously inquire into the character of the person to be employed, and his or her adaptedness to the situation to be filled. It belongs, also, to the superintending committee to ascertain the literary and moral qualifications of the teacher; and it is but fair to suppose that they are not indifferent to the interests of the schools, or neglectful of the duty you have imposed upon them. Only the welfare of your children—their training and education, in the best sense of the terms—is aimed at or desired, in the employment of any teacher. And it is the duty and interest of parents, and of the whole community, to give confidence and support to

teachers thus employed; especially when, after the examination of them and subsequent observation of their method of teaching, and mode of discipline, they are sustained by the committee.

The commander of a ship is necessarily clothed with supreme authority, for the safety of the vessel and successful prosecution of the voyage. A military leader must have sole direction of affairs upon the battle-field, or in prosecuting a vigorous and successful campaign. The requirements issued by superintendents of public institutions must be implicitly complied with, for the general order and prosperity of their charge. Heads of families are invested, by human and divine laws, with similar authority, coupled with the most solemn responsibility.

Why, then, in the case of a teacher, having in charge the most important trusts, expected to guide, control, instruct and elevate many children, of different ages, capacities, temperaments and dispositions, and to effect in respect to each and all the best possible result—why should not that teacher's supreme authority in the school-room and around the school premises be recognized and sustained? Teachers may, and indeed do, sometimes err, for they are fallible. But whenever error on their part is discovered, the remedy is in the hands of parents, through the committee, to relieve their children from its continued effect.

Yet it would seem as if the first requirement of a teacher which opposes the wishes, hinders the self-indulgence, or demands the close application of a scholar, is looked upon as unreasonable, not only by the child, but, also, in some cases by the parent. Harmony between the parties concerned, the order of the school and the success of the teacher's best endeavors, are then interrupted, if not destroyed. Even the self-sacrifice and personal inconvenience of the teacher for the benefit of a refractory or negligent scholar, in order that he may not fall behind his class, may, in some instances, it is thought, be rightfully interfered with. If a child be kept after school for the accomplishment of a task he has neglected,—which the teacher has undoubted right to require,—he may, it is supposed, be summoned home by his parents. If any rigorous measure be adopted to quicken the industry of a negligent scholar, or to stimulate the flagging ambition of a capable one, to chasten violent impulses or to quiet a nervous restlessness, and complaint be heard at home, immediately the authority of the teacher is weakened; feelings of respect are changed, and future connection between teacher and scholar, if not sundered, is rendered unpleasant and comparatively useless.

We have had so frequent occasion to observe such a state of things and to lament its disastrous consequences, that we feel compelled to ask that when suitable teachers are employed, they may be allowed to carry out their own methods of teaching and modes of discipline, subject only to the supervision and counsel of the committee. You intrust the management

of the schools and the public educational interests of your children to the committee. Confide in the exercise of their best judgment, and in the integrity of their motives. In the social compact you surrender individual opinions and wishes to the constituted authorities of the town and the State. Here are means provided for redress when you are personally wronged, and opportunities for change when existing authorities are no longer worthy of confidence. But so long as they do nothing to forfeit your confidence and much to minister to your social and personal welfare, you respect and sustain them. Do no less in your implied if not express compact with the teachers of your schools and with your school committee. You have like means of redress and like opportunities for change in this case as in the other. But, while the compact does exist, refrain from interference, unless you are plainly wronged yourself, by wrong to your child. And then let not a hasty expression of your feelings or purposes occasion injury to the order and discipline of the school, but seek at once a calm, dispassionate investigation of the matter through the proper channel and in the only satisfactory way.

Imagine that a contract had been made between a legally constituted building committee of a school district for the erection of a school-house upon a certain plan, with definite specifications, and to be completed within a specified time. By what right would individual citizens of that district assume to alter this plan, or to interrupt and delay the progress of the work by requiring deference to their particular opinions or wishes? Not familiar with principles of architecture, not accustomed to the drafting of plans and specifications for public buildings, not having had anything to do with the employment of builders, how annoying to a busy workman, and how absurd, the continual interposition by individuals of their own notions of what is most proper or most desirable to be done! And if the opinions of each individual are to be yielded to, and the wishes of each to be gratified, what will be the result of the supposed contract?

Now a contract is made between the legally constituted agents of the school district and a teacher. Not, indeed, with exact specifications that are not to be varied from, but with the general understanding that she, on her part, is bound to perform the duty of a competent and faithful instructor, and that they, on their part, are bound to sustain her in the discharge of her known duty, and to compensate her labors when completed. And this contract, made by their agents, all citizens of the district are supposed to assent to, and expected to fulfil.

Yet it seems to be regarded by some as perfectly justifiable—as evidence of superior wisdom or parental affection—to interrupt, annoy and dishearten a teacher by continual expression of their individual judgment of what is proper and desirable in the instruction and discipline of their children at school, or by the frequent charge that this thing is done by the teacher,

which they and their children disapprove and dislike, and that that thing is left undone, which they and their children approve of and desire ; or by the apparent assumption that a teacher has no special authority which should be submitted to ; no personal rights to be respected ; no sensibilities to be tenderly treated, unless all are accordant with the parents' opinions, or gratifying to the parents' feelings. And with such notions and practices on the part of parents, how little confidence in their teacher can children feel ! How ineffectual, or at best how irksome, the teacher's faithful endeavors to complete the work she is bound to perform !

The truth is, parents must surrender personal opinions and wishes to the judgment and experience of the teacher and the school committee, if they would have their children derive most benefit from the opportunity and means of public education. They must be willing that the agents whom they have constituted by their own voluntary act should occupy their place for the time and purpose specified. They must, in every way, seek to inspire their children with confidence and respect towards those agents.

We wish that the instruction of our schools was more largely oral, and with less adherence to text-books, especially with the younger classes,—believing it would be more useful, more readily understood, and more likely to be remembered. And if future examinations of the higher classes in all our schools should be conducted—so far as recitations are concerned—by written questions and without text-books, they would be far more impartial and satisfactory.

That most useful art—penmanship—does not seem to have its due measure of attention in our schools. What is done in relation to it, far excels the scribbling and blotting common many years ago, and in some instances, displays unusual care in the formation of letters and words, and perfect neatness. Yet this is not, as it might and ought to be, universal. There are no attainments made in early life of greater general value than those of good reading and correct spelling, good writing, and the habit of quick and accurate arithmetical calculation. These attainments are always useful and to be continually used, whatever may be one's occupation ; and to acquire freedom, ease and correctness in them is of primary importance.

For the Committee.—CHAS. C. SEWALL.

NEEDHAM.

Good Primary Schools are quite as difficult to be found as any. The varied wants of these scholars need as able and as apt teachers as the Grammar Schools.

Here, at the commencement, the child should be taught correctly, not only in his lessons, but also in his every-day conduct and behavior. The foundation being laid here, upon which the whole superstructure is to

stand, the teaching and discipline should, if possible, be of the very first order. Nothing should be learned here that should be unlearned or omitted in a well-finished education. Successful teaching in a Primary School requires great skill and perseverance. Hence, failures here, are as frequent as in any, and perhaps more so; for in these schools, the scholars being usually small and more easily governed, school teaching is generally commenced. The class in the alphabet needs as good teaching as the class in arithmetic or grammar.

A decided upward step has been taken in reading and spelling in some of our schools. Shorter lessons have been given, and much more attention and labor have been devoted to them than formerly to much longer ones. Still, in other schools, there is ample room for great improvement. The lessons are too long or too difficult, and too little time and attention are given to them. We want to see all our schools well drilled in reading and spelling. The dull scholars must not be overlooked, but daily encouraged and stimulated to become good readers. Good reading lies at the bottom of all science and learning, and its attainment should be the aim of every teacher and scholar.

School Committee.—NATHAN LONGFELLOW, JONATHAN BATTLES, L. A. KINGSBURY.

QUINCY.

The Primary Schools.—This board has repeatedly declared its belief in the importance of the Primary Schools. We are firmly persuaded that the success of the pupils in the upper departments depends in no small degree upon the kind and amount of instruction, and the method of training which they receive in the beginning. If they have not learned to be eager for knowledge when first taught, it will be more difficult to awaken that laudable desire at a later period. And let it be understood, we mean by knowledge, not knowledge of books merely, but knowledge of facts and of principles.

It has been the earnest endeavor of the committee, not only during the past year, but for several years, to break up the old system of mere book-learning, and to substitute more rational and useful methods of instruction. We have furnished, and are still furnishing maps, charts, and larger surfaces of blackboard. We have insisted upon every scholar's possession of a slate. We have endeavored to impress upon the teachers the desirableness of every kind of object-teaching. We have declared, that we do not expect or wish the little pupils of a Primary School to sit still during the whole session, and have enjoined frequent intervals of rest and recreation. And while perfectly well aware that habits of order, discipline and industry can hardly be inculcated at too early an age, we have not forgotten, but have always taught, the inadvisability—shall we not say impossibility

—of requiring of the little child of five, six or seven years, the same intense and continued application that we expect from older pupils; and have repeatedly stated it as our fixed conviction, that not the least important part of the Primary teacher's work is the awakening of the child's dormant faculties, and the enkindling and encouraging in him of the principle of curiosity.

It was in former years too prevalent a custom to lay out for the little pupil, not work that he liked, but, almost of set purpose, work that he disliked; to take it for granted in the beginning, that the school-room was of necessity a disagreeable place, and all school tasks necessarily disagreeable tasks; and ever after, acting upon such a conception, to make the place and the tasks as distasteful, as possible. Against such a method, a few traces of which still linger among us, we have made unceasing protest.

Chairman.—JOHN D. WELLS.

ROXBURY.

Early in the year, the matter of making better provision for the education of truant children was commended to the board by a communication from the mayor. The subject was carefully considered, and the result has been the revival of the Truant School at the almshouse, under the direction of the overseers of the poor. This school, taught by one of our former experienced and highly approved Grammar School teachers, proves successful in answering the precise ends for which it was instituted.

The vital relation of our Public Schools to good order, to temperance, to sobriety, to patriotism,—nay, to religion itself,—is becoming, each year, increasingly manifest. The lessons of the last four fearful and yet most hopeful years of American history, will form the study of coming generations. They cannot fail largely to mould the future of our character and destiny. These lessons it is the business of education to impress on the youth of the land. The school-house is hence the nation's nursery. It is here,—

“Just as the twig is bent the tree's inclined.”

It is within these myriad enclosures that, as the future opens on us, uncounted multitudes are to spring up and grow “trees of righteousness, the planting of the Lord that he may be glorified.” No country had ever placed before it a more radiant future than these now United States of America. Its resources of material wealth, its mines, its soil, its “rivers of oil,” seem literally exhaustless. What it needs, to the unfolding of all this untold wealth of nature, is the right training and direction of its vast wealth of mind. There is here the largest blending of the intellect of the Old World and New,—the native and foreign. But it is substantially one race, with a common and great destiny. To mould and fashion that des-

tiny to forms of beneficence and goodness, is chiefly the business of our far-branching system of general public education. The work begins here at an age that makes it essentially formative. It ought ever to be prosecuted on the broadest scale of moral and Christian culture, as well as scientific appliance. The work of teachers, and the work of the custodians of education alike, are lifted by such considerations as these to a plane of high and far-reaching magnitude. To rise to the level of the great duties hereby imposed, lies among the highest of human aims and capabilities.

Chairman of the Board.—JOHN W. OLMSTEAD.

High and Grammar Schools.—The testimony of all experience proves that they are best fitted for any post who have been trained for it. The best mechanic is one who has learned his trade. The best teacher is the one who has been trained especially for it. The time at which girls graduate at our High School, is not that age when they should ordinarily be intrusted with the weighty responsibility of the moral, physical and intellectual culture of fifty children. However competent they may be from their attainments in scholarship, they have learned nothing in this school of the method of imparting knowledge, or of the best means of securing good order and discipline. The experience of the present year has shown that a departure from this custom, and the appointment of one or two from the Normal Schools, has been attended with eminent success.

For the Committee.—GEORGE M. HOBBS.

Primary Schools.—None of our schools demand so much of the teachers as the Primaries. The responsibilities resting upon these are great. Judgment, care and patience,—the invention of means to keep little children interested in some exercise that shall be useful to them, with ready tact to excite and rightly direct early thought,—all are required.

They commence with the alphabet; they give the child its rudimental lessons, they plant the seeds of its intellectual life. To be a well-qualified and successful teacher, is a very high and efficient attainment. The success of a school depends mainly upon the qualifications of the teacher who has charge of it. Not literary qualifications merely are necessary; but an interest in the work, the ability to govern, and secure the love of the school,—these are of the highest importance, and, for the want of them, nearly all our failures occur.

Chairman.—IRA ALLEN.

SHARON.

The present district system is held with great tenacity. Very few, if any, desire to change. At the recent town election the citizens all seemed to entertain but one opinion. As this is to be continued for several years,

great care should be exercised in the choice of prudential committee in the several districts. Select men who are wide awake to the importance of education, and who will aim to secure teachers of the first quality. Although the office is not remunerative in dollars and cents perhaps, yet rich fruits may be harvested by our schools. We have noticed with pleasure the interest that has of late been manifested. The care which many have taken to secure for several successive terms the services of able and experienced teachers, is worthy of praise, and in this, one of the greatest objections to the district system is removed. We hope that changes in teachers will be avoided, where they are found to be workmen worthy of their calling.

To be a teacher how important! To lay the moulding hand upon the child how responsible! Who can enter upon this work, and not exclaim, "Who is sufficient for these things?" Who would ever think of teaching school for the mere pay, if awake to the importance of the stern duties he has entered upon. Is teaching a mere routine? It should not be. Does the teacher work as in a treadmill? It cannot be. Is it all his duty to spend six hours in the school-room each day, and think his work accomplished? Never. Is he to become a dwarf, with intellect less stored with knowledge, with mind less capacious, with heart less sympathetic, with purpose less earnest? No; the glorious work of teaching was never made for such. With what love, with what devotion, with what enthusiasm does the faithful instructor soar to his work. He never grovels nor creeps in the dust, but soars with bold flight and lofty wing to the elevated and ennobling position he covets.

Nothing is more evident than that the teacher should have a character symmetrical in every part, as he uses its moulding influence to form the characters of others. He may be all this, and satisfy the demand of the most exquisite; still there is a great work to be done by the parent in helping the teacher in his work. Reader, do you have any beneath your roof, or under your charge, upon whom the teacher is placing the moulding touch? Lend your aid; second every worthy effort of the anxious teacher. Let him know that you are in sympathy with him, and that he labors not alone. Ever let the hopeful word fall from your lips upon the ear of those so ready to catch each accent. Wait not until the term closes before you visit the school-room, but during the term encourage the teacher by your presence. In a word, let the teacher know that your heart is in sympathy with his, and that he receives your co-operation; and great advantages will be secured.

For the Committee.—SANFORD WATERS BILLINGS.

STOUGHTON.

The cause of education in Stoughton, I rejoice in stating, received an impetus in the right direction, by the action of the town, in the spring of 1865, in appropriating money for High School purposes, which is still felt, and I believe will continue to be felt in the future. The theory of the friends of learning has always been, that a school of high grade acts beneficially upon all schools of a lower grade. This theory has been vindicated by the results realized here in one short year. I am satisfied that no measure could have been adopted so well calculated to elevate the schools generally, and to develop an earnestness in study upon the part of our youth, as the establishment of the High School.

Indeed, the history of education in all ages has demonstrated that the higher grade of scholastic institutions has always quickened the power and usefulness of the lower. The dim twilight fades into darkness. The light of the sun gives life and attracts. The lower the grade of the school, if nothing is above it, the greater is the danger of an eclipse of its feeble rays. The High School nourishes and attracts to its sphere the scholars through all the intermediate institutions. With the High School I believe there dawns upon us a brighter and more hopeful future.

With the founding of good schools, however, and generous provision for their support, the labors of those interested in education and the welfare of the town by no means end. Education is a power for usefulness and good always. But to gain the highest good, and subserve the greatest usefulness, it is essential to watch over and guard the interests of the schools, to care for them with the utmost assiduity, and to labor unceasingly towards their perfection. There is at present the need of improvement in various directions. This need will exist, undoubtedly, in greater or less degree, for years to come. To lift up the people generally, then, to all the benefits to be gained from education is a duty incumbent upon us all. Without education no community can occupy an exalted position. With it, and the blessing of the Almighty, it is not only elevated, but is prosperous in all directions. It should be the aim to secure the very best teachers. This, of course, can only be accomplished with time and experience, and by adequate compensation. The best workmen can obtain, and have a right to demand the highest prices. It is not otherwise with teachers. If the town cannot compensate good teachers, it must needs have poor ones, for our good teachers will depart from us. In that event, the schools will languish and the cause of education will suffer. It should also be the aim to supply first class school-houses, thoroughly and comfortably furnished, and provided with all the necessary books, maps, globes, &c. Without these adjuncts, or with them imperfectly supplied, there is a failure to make the most of the invaluable educational privileges otherwise afforded.

Withal, it is worthy of consideration, whether we should not begin to look upon education not only as simply a means to an end, but as an end in itself. It is undoubtedly a means to very important ends—all the ends to be accomplished in a successful business life. But education for its own sake is an inestimable blessing. It not only adorns the mind, and elevates the general character, and prepares for usefulness, but it quickens the spiritual powers, aids the soul in a perception of its inherent glory, and lifts it, aided by revelation, to a purer and clearer apprehension of God. The educated men and women are, other things being equal, among the noblest and best. We should not, therefore, be content with the mere rudiments of learning—what will simply enable us to answer the lowest possible demands;—we should endeavor to compass all learning within our reach, assured that the mind will be thus expanded, and all our powers enlarged.

Superintendent.—A. ST. JOHN CHAMBERE.

WALPOLE.

We recommend that one of the committee, or some other suitable person, should be appointed by them as superintendent of the schools. It should be his duty to exercise a general and special oversight of everything relating to their instruction and discipline. He should frequently visit every school, and become acquainted with the character of the teachers, with the fitness or unfitness of books used, and correct errors and suggest improvements with an authority that can come only from knowledge and experience. He should hold meetings of the teachers, and advise with them on the best methods of instruction and management, and see that the laws of the State, and the regulations of this board in regard to the schools, are carried into effect. It should also be a part of his business to examine, from time to time, the condition of the school buildings; to cause them to be repaired whenever there is need, and to notify the committee of abuses of the buildings and their appurtenances.

If this work were well done, though the expense were three times greater than the amount now paid to the committee, the town would be a gainer by the change. We know how a divided responsibility is felt, or rather not felt, and believe that a competent person, feeling himself answerable for the condition of the schools and being suitably paid for his labor, would do far more for the welfare of the children than can be done under existing arrangements. The schools would be visited oftener than they can be by men who can devote only a very limited time to this work, and whose examination into the details of instruction and discipline must needs be imperfect. Those towns that have adopted this measure have had no occasion to repent of it; on the contrary, they uniformly commend its working.

We believe that the Primaries may and will be improved, especially with regard to the education of the perceptive faculties—sight, touch, hearing, &c.—and the education of the judgment in respect to what is perceived. Of course we do not advise a neglect of reading, spelling, writing and drawing; but in addition to these, young children should be taught to notice attentively what they see; to observe the differences between natural objects; to compare their forms, sizes, weights, colors and other properties; to know something of the world they live in, what it is and what it is for so far as they are concerned. They should be so taught not only for the value of the information acquired, or for the pleasure which they will experience in its acquisition, but also for the habit thus formed of minute and continued attention, a habit of inestimable importance in many pursuits. Something of this kind is done by every good teacher, such as we now have in our Primary Schools. More might be done with advantage, and will be when its value is recognized by the people.

The correct use of the English language is a most desirable accomplishment, and is worth a long and patient practice, even if for its sake we should shorten the time devoted to other studies. For example, considering the small practical value of difficult arithmetical processes to the great mass of men, might we not profitably adopt a shorter and simpler course of instruction on this subject? Our large arithmetics contain much that might be useful to a professor of mathematics, but a smaller amount might suffice for the wants of men engaged in the common pursuits of life. And may it not be because we undertake to teach too much and teach it imperfectly, that after all the study of arithmetic in school, men of business construct their own rules, and from their experience learn accuracy and despatch? Long ago, an eminent educator said, "I have no doubt that we teach too much mathematics." Our children begin at five, and continue the study of arithmetic and kindred subjects till sixteen. May not a part of this time be better spent in acquiring a ready control of the resources of our language? All men have occasion to express their thoughts, and in this country, perhaps, more than elsewhere, the power of correct and vigorous expression is indispensable.

As the direct study of grammar is the only publicly recognized method of acquiring the desired accuracy of utterance, we have for many years examined the grammars in use, with a desire to find the best, and have, from time to time, recommended certain changes. If we have found the best, we can only say that we are heartily sorry, although we do not join in the assertion that "the grammars may be said to be steadily degenerating. They contain every year more and more unnecessary matter, which serves only to confuse and stupify the young brain." It must be admitted, however, that in our Common Schools, the study has not been followed by such results as we had anticipated. Undoubtedly, something desirable is

gained, but at a great expense of time and labor. The technicalities are learned, yet correctness and facility of speech and writing, are not secured. Of course, some of our scholars learn and understand grammar well, as they learn and understand anything they attempt. Then there are those whose position is among intelligent people. They learn good language as they acquire good manners, or as they form a taste for literary pursuits, but the majority leave school with very limited ideas of the philosophy of language. The words of the grammar awaken or suggest no corresponding thoughts. May not a good teacher be of more use to a scholar than any grammar can be? especially to a young scholar who can appreciate things, and the names of things, and by simple and judicious training may be led to understand their relations. At his age, the reasoning powers are not developed to correspond with the accuracy and fidelity of his memory, and it is possible for him to repeat the words of the book without mistake, and yet fail to catch a glimpse of their meaning. Little is learned by the analysis of sentences as usually conducted. But if the teacher had time to write upon the blackboard from the dictation of the scholars, and they in turn from his, collections of names of familiar objects and of words expressive of action, and to combine these into sentences, and to repeat this process in various forms, until the relations of words to each other and to the whole sentence, were thoroughly comprehended, adding from time to time, such modifying words as would naturally suggest themselves, some true principles of language might be gained and a foundation laid for its correct use. Frequent exercises in writing are indispensable to success. Without these, rules are useless. Nor is "composition" so formidable as scholars usually imagine, provided that they write of what they know and understand; of things they have seen; of places they have visited; of objects familiar to them. The general difficulty is, that they undertake to construct sentences without ideas.

We commend this subject to our teachers. No doubt any considerable change in methods of instruction is difficult; but intelligent teachers, sustained by a people interested in their children's progress, may bring about a desirable reformation, and really contribute something towards a knowledge of our language, and facility and correctness in its use.

For the Committee.—JOHN M. MERRICK.

WEST ROXBURY.

The duties and labors of the head of a large Grammar School are not diminished by the circumstance of its pupils being girls, and its teacher a woman. Hence there is neither justice or propriety in fixing as the salary in such cases, a sum less than half that paid, where the pupils are boys, and the teacher a man.

We do not propose to discuss what is called the "woman question," nor to advocate what we conceive to be, in the present state of society, the untenable proposition that labor should be paid with no reference to the age, sex, or condition of the person performing it. Only to contend that we owe it to ourselves as men, as fathers, husbands and brothers, not to accept, year after year, a thousand dollars' worth of work for six hundred and fifty dollars, simply because the laborer is a woman.

There is a current feeling, prevalent not alone here, but among teachers everywhere, that the position of a primary teacher is one of less consideration than that of an assistant in a Grammar School. Certainly, if the amount of labor performed, the importance of the service rendered, and the high grade of mental and moral qualities requisite to insure success, are any criterion of the just dignity of any branch of the profession, no reflecting person will presume to look with disdain upon the primary teacher.

Nevertheless, it is idle to urge these and other considerations, when we practically refute them by fixing the compensation of the primary teacher one grade lower than that of the Grammar School assistant. This inconsistency we desire to reform, and, at the same time, testify our sense of the importance of the primary department, and our determination to secure for that branch of the service the best available ability, by raising the salaries of the primary teachers to an equality with those of teachers in the lower divisions of the Grammar School. At the conclusion of this report, in our estimates for the next year, we shall ask for an appropriation sufficient to cover this advance, and we feel convinced, that the good sense of the town will induce a cordial response to our appeal.

School Committee.—JAS. P. WALKER, D. S. SMALLEY, T. B. FORBUSH, C. A. HEWINS, L. L. WHITE, THOMAS LAURIE, A. J. GORDON, JOSEPH STEDMAN, THOS. B. FROTHINGHAM.

BRISTOL COUNTY.

ATTLEBOROUGH.

Republican government can only find its support and ultimate success in general intelligence. The intelligent convictions of the people triumphed in the late conflict. Success depended less upon the superior wisdom of statesmen and generals, than upon the diffused knowledge of the people, carrying with it the determination to sustain the principles upon which the

war rested. Without intelligence, the vastness of the issues at stake could not have been comprehended, but when understood, the necessary resources were cheerfully contributed, an unflinching tenacity of purpose maintained, and success insured.

At this time every active community in the State is making increased exertions to improve instruction within its limits. Our own duty is to move in the same direction, in order to afford the opportunities demanded by the wants of the day, and to avoid falling into the rear ranks in the progress of intellectual and material advancement.

Money is never thrown away in the purchase of good books. They bear fruit and repay the expenditure a hundred-fold.

Instruction in its true signification is always useful. To the young mind ready to receive good or evil, as one or the other may be earliest or most attractively presented, the quality and appliance of school instruction is of the most vital importance. No reasonable outlay for improving instruction, or removing obstacles to its fullest application should stand for a moment in the way.

School Committee.—E. SANFORD, D. BREED, J. D. PIERCE.

BERKLEY.

We deem it our imperative duty to call the attention of school districts in town (particularly Nos. 5 and 6,) to the condition of their school-houses. Is there no criminality in huddling together your children in such inconvenient and repulsive buildings—the air poisoned by respiration—your immortal child disgusted by the tortures of improper and uneasy seats—a distaste for schools and learning acquired that will not easily be overcome in after life? The school-room should be the most attractive and desirable place (home excepted,) to which children and youth have access, or to which they resort. By being attractive we do not for a moment favor the indulgence of idleness, or any improper or hurtful inclination of children. But the school-house should be pleasantly located, with ample play-grounds adorned with shade trees. The school-room should be commodious, well ventilated, the walls relieved by blackboards, maps, figures, and the desks comfortable. Then you will have laid a foundation upon which the superstructure of a good school may reasonably be expected to result from a compliance with the other indispensable requirements, viz., the employment of good teachers and a hearty co-operation in all their endeavors to improve the morals and develop the intellect of your children. We respectfully suggest that your children have a right to your prompt action in these particulars. Can you justify to yourselves a further neglect? Why inflict suffering, perhaps premature death, upon their bodies? Why dwarf their

minds? Because forsooth! you will not incur the outlay of a few hundred dollars which can be expended without the sacrifice of a single comfort of life. The responsibility rests with you, and it is great.

School Committee.—WALTER D. NICHOLS, DANIEL S. BRIGGS, OLIVER E. FRENCH.

DIGHTON.

Prudential committees still continue to be allowed to hire teachers; this power is so placed either thoughtlessly or from a feeling that the proceeding is more democratic, probably the former, for no one with whom we have conversed, has a single argument to give for its continuance, or seems to care for it any more than as a precedent which it does no harm to follow year after year. Each year only impresses upon our minds the necessity of a radical change in this respect; that it must come sooner or later we are convinced, and that it would come at once we feel certain could the people but examine the matter in all its bearings.

Many of the evils which we find pervading our whole school system as administered here, are inherent in the manner of administering. There is observable everywhere an entire want of harmony. Not bad feeling, but that want of unity of action and purpose which will always result when powers which should belong to one are exercised independently by two or more. No school committee, having any regard for their own comfort or convenience, would wish to have the selection of the teachers; but the power by right belongs to them from the position which they hold in relation to the schools. Their familiarity with the various schools in town, and the relative wants of each would enable them to place in each school a teacher peculiarly fitted for it, and suited to its needs. Prudential committees, it would seem, do not desire the task, since so far as our knowledge extends the office "goes a begging." One year's experience suffices, and "he that putteth off the harness is happier than he that putteth it on." Previous to the year 1827 prudential committees had no existence, the selection of the teachers devolving upon the selectmen or school committee, but in that year, by what now appears an ill considered act of legislation, the general committee were restricted to a committee of visitation and examination. Subsequent legislation modified the law so that each town shall annually decide which shall contract with the teacher. To have ever changed from the "municipal system" was a great mistake, which legislation should have removed, not modified.

According to our theory the town, and not the district, is compelled to furnish each child with an education. The statutes no where contemplate the delegation of this duty to districts, but distinctly, and by repeated enactments, require the towns to perform it. "The town shall raise money." "The schools shall be kept at the expense of the town," &c.,

&c., and each child then, has an equal right to the means of an education furnished by the town; just as strong as is the duty of one to furnish the means, is the right of the other to claim it. Where then consists the justice of furnishing thirty weeks school for a child in District No. 2, and only twenty weeks to a child in District No. 1? As the school money is now divided, one-third part is appropriated equally among the districts, one-third according to their property valuation, and one-third according to the number of children attending school. Each of these is an unjust method of distribution, and a combination of the whole does not make a just one. The truth is, no distribution is just and right, which does not secure to each and every child an equal amount of school attendance in a year.

To do this is manifestly impossible, so long as the care of the schools, selection of teachers, and arrangements for salary are intrusted to eleven different people, instead of one body.

One who has not thought seriously on the subject, can hardly imagine the vexation and difficulties of a teacher in organizing a mixed school at the commencement of a term. Scholars of all ages are present, from the abecedarian to the advanced pupil who studies alone algebra, history and physiology. After condensing, cutting out and uniting to the best of his ability, he finds in counting up his classes that there are twenty-eight or nine. Deducting from his school hours, time requisite for opening exercises and two recesses, he has left sufficient time to give each class eleven minutes on an average, and this amount only, making no allowance for the necessary interruption of asking questions, settling questions of discipline, &c. This is a matter of serious consideration, and one which should not fail to receive earnest attention whenever a new school-house is to be built or other important change contemplated, in order that our present excessive number of districts may be decreased, and thus very decided advantages gained by increased accommodations and facilities for school purposes.

School Committee.—GEORGE E. GOODING, GEORGE C. BURGESS, CHARLES W. TURNER.

FAIRHAVEN.

The teacher who goes into a strange school for the first time, has many preliminaries to learn. He has to become familiar with the names of his pupils, to make himself acquainted with their attainments, before he can arrange them in classes; and, what is often much more difficult, he has to learn the disposition and temper of each, and establish his authority as master. He has to overcome the distrust and gain the confidence of the timid, while the mischievous and unruly must test his power to govern before they are sure they may not indulge a little their wayward proclivities. In this way a part of each successive term is little less than wasted

in the reconstruction of the school, which, after all, is too often based on something like a compromise between the half-controlled boys and the doubtfully established authority of the teacher. This is all avoided when the tried and successful teacher returns to his school for another term. He meets the familiar, smiling faces of his former pupils, who greet him with a pleasant welcome, and then quietly take their places in the school-room, unconsciously yielding to an authority which, though it may be absolute, has been so wisely used as scarcely to be felt. An hour or two pass, and teacher and scholars assume their proper positions, the lessons are resumed, and the vacation has proved not a harsh interruption, but a pleasant recreation from study.

Such a teacher naturally receives the aid of parents in maintaining the peace and good order of the school. As a good reputation is a safe barrier against the idle or vicious gossip of the thoughtless or mischievous, so the established character of the good teacher is sure to gain the confidence and co-operation of the parent, and the impatient girl or boy who goes home with a complaint of some fancied grievance, instead of exciting sympathy and creating disturbance, is dismissed with the parental admonition to be a good child and mind the teacher. The grievance is soon forgotten and all goes pleasantly again.

If the village schools of the town possess advantages over those of the rural districts, if their pupils are more advanced in their studies, if there is greater punctuality in attendance, less tardiness and absenteeism, and a better maintained discipline generally, we believe it is due more to the continued employment of the same teachers than to any other cause.

In many districts, a semi-annual change of teachers results from the usual custom of appointing a man to teach during the winter, and the erroneous notion that to have a good school the services of a master are requisite.

It is not necessary to discuss the relative merits of male and female teachers, but it is safe to prefer the services of one wholly devoted to the business of teaching, to those of another, who only teaches occasionally, to fill up a vacation happening in some more congenial or lucrative occupation.

School Committee.—ISAAC FAIRCHILD, CHARLES DREW.

FALL RIVER.

Nothing perhaps indicates more exactly the moral and social condition of a city or town, than the proportion of children in attendance upon school; and nothing does more to influence a sensible man in choosing a place of residence, than the reputation of the Public Schools; and it is with unfeigned regret your committee are obliged to call attention to this subject.

We have in our city a large number of children, who do not receive the advantages of education it has ever been the policy of Massachusetts to bestow upon all her sons and daughters. If the same amount of labor, with no opportunity for education, was now inflicted upon the colored children of South Carolina, which is endured by many young children of this city, it would excite the liveliest sympathy, and we should all be anxious to do something for their relief.

The ratio of attendance upon our schools is greatly diminished by the indifference of parents, and almost total neglect in the observance of the law of the State relating to children employed in manufacturing establishments.

We regard this law as just; and one of the wisest enactments to be found in our statute books; and yet there is much greater ability displayed in the design of the law, than in the means provided for its enforcement; as the penalties attached are not against the parties immediately concerned. Our legislature now has this subject before them, and we trust will remedy all the present defects.

There is nothing that so endangers a republican government as permitting the masses to grow up in ignorance. Of this we have had a most thorough demonstration during the past five years. Had the New England system of Common School education prevailed throughout the South, the late rebellion would never have occurred. A large proportion of uneducated persons will, in the end, work out the same moral, social and financial results for a city or town, as they do for a State. No rule is more firmly established than this: the more intelligent the artisan, the more new methods will he plan, the more labor will he perform, the better will be its quality, and the less will be the wear and waste of implements and materials;—and we may add, the intelligent are more thrifty as a class, more quiet and orderly, understand better their own rights, and the rights of their employers. What we have just stated as the effect of education upon the artisan, will also apply in full force to those who simply attend upon the movements of a machine; and the general appearance and homes of the operatives, and the pay-rolls of any corporation, will confirm this view.

The statute above quoted, expresses the opinion of our legislators as to the minimum of schooling a child should receive before he takes upon himself the duties of a citizen;—and the State affords to those children, who are entirely dependent upon her bounty, the means of education far in excess of the amounts above enjoined. In any ordinary case, a parent or guardian, who partially or entirely fails to comply with the reasonable requirements of this law, does himself, his child, and the State, a positive wrong. For the small sum the child can earn in the weeks he should be at school, his position in society and success in his calling may be affected

all through life ; and the staff is weakened upon which the parent may depend for support in his declining years. And those who employ these children, in disregard of the law of the State, not only set an example not worthy of imitation, but, for what may seem to be present gain, lay the foundation for an increase of taxation, and lessen the safety and value of all the capital they have invested.

We have no doubt, if all the owners and managers of the corporations in this city, and others who employ these young sons and daughters of toil, would strictly observe the provisions of this law for a series of years, they would find themselves great gainers thereby ; they would, at least, have the approval of their own reason, that they were, in this respect, law-abiding citizens ; and were not accessory in depriving these laboring children of an inestimable blessing, which they would not debar from their own offspring for any earthly consideration.

School Committee.—G. O. FAIRBANKS, G. W. LOCKE, C. W. BUCK, W. W. ADAMS, F. A. BOOMER, WILLIAM CONNELL, Jr., BENJAMIN EARL, JEROME DWELLY, A. A. WRIGHT.

Text-books and Teachers.—Good text-books are, no doubt, great helps to the acquirement of knowledge. Nevertheless, the welfare and the progress of schools depend much more upon the efficiency of teachers, than upon books of any kind, on any subject relating to school-life. As a general principle, series of books for schools are decidedly objectionable. Good books can never take the place of good teachers. The true value of text-books, at the present day, is as much overrated as the real worth of first-class teachers is underrated. As popular education has advanced, school-books have multiplied, until they are as thick as the swarms of locusts in old Egypt. Many aspiring authors have brought forth productions but little better than scholastic trash, a heterogenous compound of truth and error, of science and sciolism. This makes the selection of text-books a perplexing duty. All new school-books do not contain new ideas. Some are a hash of old doctrines in new and disguised forms. The mangled notions of such books confuse, rather than instruct, the scholar. Being a sciolistic medley, they lack distinctness of definition, and produce confusion. Almost all text-books of the present day are by far too large. Small books on the great subjects of education are much better for scholars, than large books on the small subjects of individual theories. It takes much longer to write small books that are good for something, than to write large ones that are good for nothing.

“As is the teacher, so will be the pupils.” This maxim embodies an important truth. No book could be written that would be equally well adapted to all minds. Skilful teachers supply the necessary deficiencies in all text-books used in their respective schools.

Books may contain vivacious thoughts, clothed in elegant language ; but these will never awaken lively emotions of thought and action in the schools, if the teachers are, in all their doings and sayings, phlegmatic and wooden. A lively instructor makes a lively school, and the reverse is equally true. A peevish, cavilling teacher, is sure to have a troublesome school ; the sweet smiles of childhood will be converted into the sour expressions of morose feeling. The gall of bitterness will overflow the cup of kindness. So, a noisy, boisterous and bustling instructor will be sure to have a school in which there is "much ado about nothing."

Good teaching does not consist so much in words, as in acts. Too much talk confuses ideas. Superfluous explanations are a waste of time. Some teachers are like some commentators on the Scriptures, who make a great display of historical and philological lore on passages of obvious meaning and construction, while they pass over in comparative silence those of a more difficult nature ; and the learner is left in the dark.

Scholars are in constant need of more light : and, when properly instructed, they seek after still more, with increasing interest and awakened activity of mind. Sir William Hamilton said, that he regarded "the main duty of a Professor, to consist not simply in communicating information, but in doing this in such a manner, and with such an accompaniment of subsidiary means, that the information he conveys may be the occasion of awakening his pupils to a vigorous and varied exertion of their faculties." The same principle of instruction applies to school teachers. If pupils are not interested, their progress is slow ; and nothing short of ideas, or things representing them, will interest scholars, either young or old. "A haze of words, imperfectly understood," is a fog to the mind and a barrier against intellectual progress.

Truancy.—I have a few suggestions to offer on the difficult subject of truancy. The primal origin of this evil is too obvious to need comment. It is neither my duty, nor that of the school teacher, to directly educate parents. The evil is increasing ; and something ought to be done immediately to arrest its progress. The future welfare of the city demands efficient action. As the matter now exists, the committee, the superintendent and the teachers, are powerless in relation to its eradication. The mere fact that no person wishes to encounter the evil, is no good reason why it should not be met patiently, mildly, yet firmly. Therefore, I recommend the expediency of establishing a school expressly for truants and all unruly pupils. The principal of such a school should hold the commission of a truant officer ; then, provided any of his pupils resisted his authority as teacher and refused to attend school, he would have power to arrest them and all habitual truants, and to bring them before a legal tribunal for sentence according to law. I would recommend, in such an event, the preparation of a proper place for the temporary confinement of such

offenders. The almshouse is not at present a suitable place for such a purpose. In case a truant school should be established, and judiciously managed, I trust that no such place would be needed. I have no doubt that such a school would have a very salutary effect on all the other schools of the city: provided, it should be generally understood, that all quarrelsome, stubborn, untruthful, profane, obscene and idle pupils, would be sent to the truant school; and that they would remain there until reformation, before returning to their former schools. There is sufficient room in the school-house on Town Avenue for the proposed trial.

Absenteeism is intimately connected with truancy, though the one does not necessarily imply the other. It is evident, that non-attendance at school prevails to a great extent in the midst of us, from the fact that, of four thousand one hundred and sixty-four legal scholars in our city, only about two thousand and fifteen attend school on an aggregate average; less than a half of the whole number.

I am often reminded of what was a practice of Pythagoras, the Grecian philosopher and teacher, who "was accustomed, when any of his pupils deserted his school, to set an empty coffin" in the vacant seat, to signify that the absent pupil was "morally dead."

Evening Schools.—According to the laws of this State, "Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age." Since Evening Schools are not required by law, they may justly be called benevolent institutions. For several years, liberal appropriations have been made for the support of such schools in our city. The aggregate average attendance in the three schools, last winter, was two hundred and sixty-three and a fraction. They were in session nearly sixteen weeks. So far as I know, they compared favorably with the previous schools of the same class. I think there might be a more judicious expenditure of the means furnished for their support, by making them conform more to the spirit and purpose of the law authorizing their existence. As they were last winter, a large proportion of the scholars in them was under fifteen years of age.

It is known, that some pupils attended these schools in the evening, and played truant in the day-time. As a general principle, children under fifteen years of age should not attend these schools. Last winter, in many instances, kind nature rose up in righteous indignation against the practice of sending to these schools young children, weary from the toils of the day, by bearing them away in the arms of refreshing sleep. In no sense whatever, should these schools take the place of those required by law for the education of all children between five and fifteen years of age, irrespective of caste, color, or condition in life.

Superintendent.—DANIEL W. STEVENS.

FREETOWN.

All the children of the town stand on the ground of equal rights before the law, in relation to an education. Mr. A's children have no more rights than Mr. B's to such an education as our free Public Schools may secure to all. Each child that comes into the world has an absolute right to such an education on arriving at a suitable age. The faculties that the Creator has given him may be considered his tools with which he is to perform his work in the great workshop of the world. Education teaches him what his tools are, and how to use them, and the child that receives the best education will be the most successful, other things being equal, in the exercise of his faculties, and in improving the opportunities and advantages of life. In relation to giving every child in town a suitable education to fit him for all his social, his civil, his moral and religious duties, there is a divided responsibility. The town in its corporate capacity; the committee as the agents of the town; the parents, the teachers and the children, have each a responsibility which cannot be neglected without a public as well as private injury. But if each and all on whom this responsibility rests will meet it, the rising generation will be prepared to take a stand higher and nobler than that of their fathers. An education of some sort they will have. The family is an efficient educator, so are the streets, especially at night, and the workshop, and the various scenes of amusement. If the school-room is neglected, the education derived from sources external to the family is often a false and mischievous one. Our penitentiaries and houses of correction illustrate the tendency and results of such an education. To prevent such evils, the Commonwealth has done, and is doing much to discharge its responsibility to all the children of the Commonwealth, and to encourage the several cities and towns to do their duty. Not only the children of the rich, but of the poor; not only the children whose mental and bodily powers are perfect, but those also who are blind, deaf and dumb, and the idiotic are provided for; Normal Schools for the education of teachers, and free scholarships in the several colleges in the Commonwealth, for those youth in our Common Schools who may be desirous of obtaining a liberal education; and scientific and agricultural schools for preparing young men for the calling which they may prefer. The cities and towns are nobly responding to the wise and patriotic legislation of the Commonwealth, by liberal appropriations, improved school-houses, and faithful supervision; by High Schools, and Select Schools. This is wise, it is true economy, a good investment, for it has made Massachusetts, with its puritan and patriotic principles, the pride and glory of all her sons and daughters.

School Committee.—ABEL G. DUNGAN, SYLVESTER BRIGGS, REUEL WASHBURN.

MANSFIELD.

I wish to impress upon those whose duty it is to engage teachers, to select only those who are fully qualified, of general and extended cultivation. Great numbers annually enter the ranks who have neither the intention or desire to remain longer than necessity compels them. They wish to use the profession simply as a stepping-stone to something they esteem higher and better, or as a turnpike that shall pass them from one field of labor to another more luxuriant and inviting. Of course by such a system our schools are made to suffer. A teacher who does not possess devotion and love for the calling sufficient to make it a life-time business, has not, in a scriptural sense, "a mind for the work," and of course will succeed but indifferently. Suppose a physician for a few weeks only, should take up the practice of medicine just to help himself to something more lucrative in future, would any one in case of sickness employ him for themselves or friend? Or who would engage the service of a wandering architect to construct an elegant residence, or a mendicant tailor to cut and make a nice fitting garment? And why intrust the education of children to those who care little or nothing for their welfare, but assume the sacred office of teaching because it offers the quickest pecuniary returns? A teacher is a model of scholarship, character and habits to his pupils, and even in little matters, commonly regarded of small account, his example is closely copied. The least impropriety in his conduct is observed and commented upon, freely by those who watch his manners so carefully, and every such impropriety tends to weaken in their minds a sense of the importance of a conscientious regard for right.

If then, the teacher is so powerfully an agent in moulding the character of those under his charge, which no careful observer can deny, the importance of placing before the young a model which can be safely imitated, is at once apparent.

It is believed that one-fourth of the money now raised is annually wasted by the prevailing practice in most districts of employing different teachers at each term of school. When good teachers are found, why not employ them term after term? This subject has been commented upon in so many reports that it seems useless for me to call attention to it again. It is hoped that those intrusted with the duty of employing teachers will give the preference to those competent teachers who have already taught in their schools. It will not do to heed too much the urgent solicitations of interested persons for some "near relative," or "very dear friend."

Superintendent.—THOMAS E. GROVER.

NEW BEDFORD.

Adult Evening School.—The Evening Schools for adults were re-opened in Sears Hall in October. It is now seventeen years since these schools were established in our city, and the results have been highly gratifying. They afford to those who were deprived of the privileges or misimproved the opportunities in early life, of gaining an education; a chance under competent teachers to atone in part for those deficiencies by improving the leisure hours of the long winter evenings in study; a chance of which many eagerly avail themselves. The school now numbers one hundred males and one hundred and forty-five females, with four teachers. The sexes meet on alternate evenings, and generally seem attentive and anxious to learn. It is hoped that the education here furnished will kindle a love of learning which, if cherished, will lighten and illumine a pathway that must otherwise be dark and dreary.

Drawing.—The study of drawing has for some years been pursued in the High School, but not until the present year has it been made one of the regular studies in the Grammar Schools. By vote of the board it is now required to be taught in all the Grammar Schools. Under the systematic and careful training of the present efficient teacher of that branch of study, the committee confidently expect desirable results.

Music.—The science of music is regularly taught only in the High School, but singing exercises are more or less practised in all the schools. It is believed by the board that lessons in music might be given in all our schools without interfering at all with other studies, but on the contrary by affording relief to the mind that they would help the scholar to advance more rapidly than otherwise.

Music is not an absolute necessity, as some men reckon necessities, but it has in addition to other charms a money value, and if we are not to banish from the world everything that is not absolutely necessary to existence, then music has a right to remain, to be cultivated, and to bless mankind. If it is worth anything to be happy, then music has a value. To the individual who insists that happiness is worth nothing, we make no plea for music.

Normal Class.—By a recent vote of the board, the principal of the High School in connection with the superintendent, is authorized to form a Normal class from such scholars in the fourth year in the High School as desire to become teachers, and to furnish instruction in regard to the principles and practice of teaching so far as it can be done without interfering with other studies. As a large portion of all our female teachers are taken from the graduates of this school, we think the experiment at training in the special duties of the teacher well worth a trial.

Chairman.—CHARLES ALMY.

The Primary Schools.—I begin my report of the condition of the several grades of schools with the class which, in several material regards, is the most important of all. I mean the Primary Schools. For it is in them that the foundations are laid for the whole superstructure of subsequent education. It is in them that right or wrong methods of instruction are either healthfully opening out the minds of the little beginners to the fields of knowledge, or are abridging them of their rightful opportunities. It is in them that habits are formed, good or evil, which it may be out of the power of future training to eradicate. Of what exceeding importance, then, that the business of education, begun in these schools, should be begun aright!

A complete renovation has taken place of late, in the methods of teaching this grade of schools, among first-class educators. I use this phraseology advisedly. It is a renovation, and it is complete. They who suppose that to introduce a novel kind of exercise called "object lessons," among the old methods of the Primary School-room, exhausts the application of the new system, have only a faint conception of its characteristics and scope. Object lessons, distinctively considered, constitute only one of its means to adapt instruction to the actual needs of the child. For, whereas the ordinary method condemns the little ones to pass the most of the school hours in wearisome idleness, this keeps all the children of a school at work. Whereas the ordinary method teaches language by placing the alphabet before the child, designating the several letters and drilling their names and powers into his memory by a painful, unmeaning process of iteration and echo, the new method teaches him by approaching the abstract through the concrete; and taking no step, even the simplest, without associating sound with sense, and every symbol with its idea. Whereas the old method reverses nature's order, and gives first the word, next the conception, then the thing; the new one follows nature's order; first the thing, then the conception, then the word. "It appeals to the intelligence of the child and that through the senses, until clear and vivid conceptions are formed, and then uses those conceptions as something real and vital." And as with the alphabet and language, so with numbers and arithmetic; always the concrete first, the abstract afterwards; every step thoroughly symbolized, illustrated, apprehended; the tables—addition, subtraction and multiplication—learned by intelligent processes, so inwrought with concrete realities, that the end is pleasantly accomplished without even a notion on the part of the scholars, of the monotonous, senseless task-work by which those tables are usually worked into the memory. And these renovations have gone beyond mere theory. They are in the full tide of satisfactory and delightful performance.

I am not prepared to say that, so far as the prescribed amount of knowledge for transfer from a Primary to an Intermedial School is con-

cerned, the new method accomplishes much more than the old. For as has well been said, "children can remember words, as words, without associating them with any idea whatever. They can use words which mean much, yet with them they mean nothing. They can repeat them fluently and with correct emphasis, as though they really meant something." And so the technical quantum required for advancement to the next grade may in due time be drilled into them by the old method. But when we compare the irksomeness of school-life to little children, under the old system, with its bright, occupied, elastic interest under the new; and the humdrum rote-work of the old system with the awakening and sharpening of the faculties, the quickness and accuracy of observation, the truthful discrimination,—in a word, all that course of training which "lays the foundation of future growth by a correct acquisition of the elements of knowledge," that are the triumphs of the new, the superiority of the latter beggars expression. I give to it my unqualified and enthusiastic adhesion.

Something is to be said, furthermore, upon the character of the provisions made for the work of the Primary Schools. These may surely be assumed to be reliable exponents of the character of the expectation centered on the labors of their teachers. For, if little is supplied to do with, it is an unavoidable inference that but little is expected to be accomplished. Now a portion of our schools of this grade are furnished with a desk and chair for each scholar, instead of the ill-advised arm-chair before in use; and the scholars of such favored schools have something to work *on*. But nowhere are there sufficient and systematic provisions to do *with*. The blackboards to be found have invariably been intended for the use of the teachers only, and therefore placed at a height that renders them inaccessible to the scholars; and the most even of those are in too poor a condition to be used. There are no sets of counters, no charts and pictures to be copied or to recite by; no cabinets of objects for illustration. Here and there is a numeration frame or a stray alphabet chart; and that exhausts the furnishing supplied for the working of our Primary Schools.

I would have every school-room in the city belted with blackboards, that should be of the best quality and maintained in the finest condition. For what his arms and accoutrements are to the soldier, the blackboard, among other things, is to the teacher and the scholar. Whatever teacher does not make a free use of the blackboards furnished him, is ignorant of one of the radical elements of a true method. If I were personally engaged in the business of teaching, and I must forego in certain studies,—arithmetic and geography, for instance,—the text-book or the blackboard, I should not hesitate for an instant which to choose. I would surrender the text-book with alacrity rather than be deprived of the indispensable advantages which the blackboard affords.

And in a Primary School as well as any other, there should be enough surface in blackboard to exercise a whole class at once. And there should be provided those other assistances that have been adverted to; comparatively trifling in cost, but invaluable in use.

The High School.—A feature has lately been added to this school through the action of the board, that I am convinced will prove, in various ways, of singular value. The vacancies occurring from time to time in our corps of teachers have been filled and are likely to continue to be filled, in a large majority of instances, from among the daughters of our own citizens who have been educated in the High School. It is a very natural suggestion, therefore,—Cannot something be accomplished whereby those members of the school who purpose to become teachers shall be organized into a Normal class and receive direct instruction in the theory and practice of teaching; and thereby, when they come into our service, bring some measure of enlightened experience to their work? Cannot such a course of instruction and discipline be incorporated with the prescribed studies of the school, without prejudice to its order or efficiency? Assuredly this result is practicable. It constitutes a fundamental feature of the organization and course of study of the Girls' High School in Boston. It may be made at least an important auxiliary here.

The suggestion to form such a class was made to me towards the close of the fall term by the principal of the school, and was accepted by me with gratitude and alacrity. I lost no time in bringing the subject to the attention of members of the board, which unanimously adopted the following resolutions:—

Resolved, That the superintendent, in connection with the principal of the High School, be empowered to form a Normal class out of the upper classes in said school, if it can be done without prejudice to the regular studies of the school, for instruction in the principles and practice of teaching; and that the superintendent be authorized, under the same conditions, to give the graduating class experimental practice in teaching in the various schools in the city.

Resolved, That those of the graduating class who satisfactorily pass through the prescribed Normal course, shall have precedence, other things being equal, as candidates for teacherships within the appointment of this board.

Evening Schools.—The institution of evening schools for adults and youth who are occupied in the daytime, is the crowning provision of our admirable school system. Massachusetts was simply faithful to her principles and her traditions, when she gave the support and universality of law to what had already been undertaken in some localities by the contributions of private philanthropy; when she resolved not only to provide instruction for all the rising generation within her borders, but also to offer the means of knowledge to those who have been so unfortunate as to grow up in ignorance.

I feel, therefore, the deepest interest in our evening schools, although more pressing concerns have thus far prevented me from its practical manifestation. And I rejoice that they are in the care of such able and faithful teachers as it is their privilege to enjoy.

A Self-Governing School.—Early in the fall term I came across a narrative of a school in New York, that for some years has been under democratic rule—governing itself. The principles and methods of the system pursued were all detailed, and my attention was forcibly arrested by the novel facts. Soon after, I handed the narrative to Mr. Barrell, whose school is the only one so constituted as to admit of such an experiment, remarking that I did not know as he could make any practical application of it, but at any rate it would be interesting to read. Impressed by it himself, Mr. Barrell took occasion to read it to his class; and then for a time the matter slumbered. But it was not long before a debate arose—in connection with a recitation in geography—on the different methods of government that prevail in the world. The modes of school government were incidentally brought in question; and the result was that the class (consisting of nearly fifty members of both sexes) resolved, with their teacher's approbation, on governing themselves.

It has proved a most successful experiment. Its effects are visible day by day. Instead of measuring conduct by the will of another, the scholars measure it by a sense of personal duty and self-respect, and this elevating self-consciousness visibly tones all the habitudes and intercourses of the room.

Prizing this happy experiment as having a general as well as local interest, I requested Mr. Barrell to furnish me with a brief account of it for this report, and his reply is subjoined:—

NEW BEDFORD, Dec. 27th, 1865.

Rev. H. F. HARRINGTON, *Superintendent of Public Schools*:—

In reply to your questions concerning a form of government adopted by my class, allow me to make the following statement:—

In a familiar recitation in geography about three months ago, the subject of government was under consideration. The class defined the different forms of government, and we conversed freely about them.

In developing the subject the point was reached where the class was asked, "Which form of government indicates the highest degree of civilization?" A republican form of government," was the prompt reply. "Is the government of this school republican?" was asked. Some answered "Yes," others "No."

By this time the interest of the class in the subject had become intense. After they were satisfied that the government of the school was not republican, the question was put to them, "Why is it not?" Various answers were given, which were instructive and amusing. A new aspect of the subject was presented to the minds of the pupils, and they discussed it with all the enthusiasm of statesmen.

The class was finally asked, "Can you sustain a republican form of government?" "We can," was the reply. "Do you wish to try?" "We do," was the hearty response. Agreeably to their wish, they were permitted to "try."

A committee on rules and regulations, consisting of five members of the class, was proposed and agreed upon. Two were appointed by the teacher, two were chosen by the class by ballot, and these four elected the fifth. This committee reported a few short and specific regulations, which were adopted by the class, and still remain in force. No other regulations have been found necessary. The class have elected weekly, by ballot, committees of one each, on "deportment" and "neatness," and usually on "recess."

The demerit marks have been almost exclusively given by the committee on deportment, and have rarely been questioned by a single pupil.

A few instances have occurred in which pupils have been so remiss in duty that their cases have been submitted to a special committee of the class. The charge against the pupil and the decision of the committee have always been presented in writing; and in no case has an offending pupil failed to acquiesce cheerfully in the decision of the committee.

Near the close of the last term, I submitted three questions to a special committee of the class, which, with the answers given, I will add:

"Have the pupils sustained the republican form of government?"

"We think they have."

"Will pupils be more or less honest under this form of government, than they will under the ordinary form of school government?"

"More honest, decidedly."

"What is your opinion of this form of government?"

"We think it much better than any other. It teaches us to watch ourselves."

My assistant and myself are fully convinced that this plan of government has developed and fostered a spirit of integrity and honor which is as satisfactory as it is unusual. Yours truly,

J. S. BARRELL,

Principal of Fifth Street Grammar School.

I fully concur with Mr. Barrell as to the influence of this mode of government; and I rejoice to say that, although nearly six months have elapsed up to this present writing since the experiment was initiated, it is still in satisfactory progress, proving it to be a solid success.

Superintendent.—H. F. HARRINGTON.

RAYNHAM.

Here too we have realized the benefit of permanency in regard to teachers. They have not been changed at the close of every term, but these districts have had the good judgment when they have secured a good teacher to hold on to her as long as possible, and thus they have secured a steady advance. But universally where the system of changing the teacher at the close of each term, to gratify the whims, caprices, and prejudices of one or two very unreasonable persons, has prevailed, there the school and the town have suffered, and money has been spent to but little advantage comparatively—the due equivalent is not returned in the solid improvement of every parent's child. One of the greatest losses to a town which

your committee can contemplate, is the removal from it of accomplished and successful teachers, like those above referred to.

While some of our schools have proved the advantage of the continuance of good teachers, others have demonstrated the ruinous policy of frequent removals. It is not in the power of even a good teacher to accomplish much for a school in a single term. It takes the whole of that time for the teacher to get acquainted with the school, and to bring its various scholars into a proper classification, and for the scholars to get acquainted with her, and used to her methods. The second term is worth twice the first, and the third, and the fourth, and so on, are ever increasing in value. But change your teachers each term, and it is almost impossible for that school to make a steady progress, and arrive at a high grade, to fulfil the just expectations of the parents and to accomplish at all the end aimed at by an intelligent and competent school and prudential committee.

School Committee.—WM. J. BREED, SAMUEL JONES, E. B. TOWNE.

SEEKONK.

We are enabled to report an increase in the regularity of attendance during the past year; the aggregate average attendance being almost 84 per cent. of the whole, or nearly 4 per cent. greater than that of the preceding year. This is but a small increase; it is, however, a step in the right direction; and we believe that if parents would manifest that interest in this subject which its importance demands, there might be still greater improvement in this respect. The evils of irregular attendance are many, and unfortunately for the scholar do not end in the school-room. It is true the scholar who is often absent has a lower place in his class, but this is of small consequence compared with the fact that much of success or failure in after life may depend on the manner in which school tasks have been performed. The object of school training is to fit the scholar for future efficiency in whatever he undertakes; but if he is absent so much as to interfere with the proper preparation of his lessons a portion of that training is necessarily lost, and no future effort can wholly repair that loss.

The purpose of schools is not wholly to make scholars; but also to aid in the formation of character, to root out moral evil, and implant good principles. Teachers occasionally meet with scholars whom they pronounce very obstinate because they are unwilling to comply with some reasonable requirement. Such cases require wise management, for the exercise of too great firmness on the part of the teacher, may increase the wilfulness of the pupil in a way which may be very detrimental; when gentleness and persuasion might have won to obedience, without ill-feeling.

School Committee.—SIMEON M. NASH, ELNATHAN PECK, SHUBAEL H. GOFF.

TAUNTON.

School District Records.—Since the districts have ceased to exist, except for the settlement of uncompleted business, their records must soon be closed and ended. We do not raise the question, to whom their care and keeping shall then belong. But none can doubt that their safe preservation is of great importance; not simply for their historic value, but for the evidences which they must contain of titles to land occupied by school buildings. It seems to us, therefore, highly proper, not to say essential, that these records should be collected and carefully kept in some place under the custody of the city. Unless so collected and that soon, they will in a short time share the common fate of documents for whose safe keeping no one is officially responsible.

In the general destruction of the archives of this town by fire a few years ago, the preservation of every fragment of our local history has become doubly desirable. Your committee therefore, recommend, that some effective steps be immediately taken by the city to insure the collection and preservation of the school district records.

School Committee.—ERASTUS MALTBY, ANDREW POLLARD, HENRY B. WHEELWRIGHT, CHARLES H. BRIGHAM, THOMAS J. LOTHROP, HARRISON TWEED, MORTIMER BLAKE, JOHN E. SANFORD, CHARLES W. MELLEN.

WESTPORT.

High School.—The committee are satisfied that the educational interests of the town would be greatly enhanced, if a High School, such as contemplated by the statute, was established within its limits. It is true we have a Private School at the head of the river, which has been in successful operation for several years; this school has done much to improve the standard of education in this town. Many of our best and most efficient teachers have received or completed their education at this institution. But the people of that vicinity have received by far the greater part of its benefits. This advantage arises partly in consequence of their proximity to the school, which affords them the opportunity to enjoy the privileges without incurring the expense incident to those more remote.

This objection would apply to some extent, if a Public High School was established; but all would be placed upon the same broad basis, so far as the tuition is concerned. The doors of the school-room would be opened to all, and a free invitation given to all the children of the town, who desire to pursue the higher branches, to come and enjoy its benefits. We have no doubt that many of our youth would gladly avail themselves of the advantages offered by such a school, and that hundreds of dollars which are now annually expended in sending children out of town, away from home and home influences, would be saved, and the standard of your

schools and teachers would be elevated still higher. Establish a school of this character, and your children will reap a rich harvest, and its salutary effects will be seen and felt by generations long in the future.

School Committee.—E. P. BROWNELL, C. F. SHERMAN, CORTEZ ALLEN.

PLYMOUTH COUNTY.

ABINGTON.

The education of the moral nature opens a subject requiring serious attention. While in public day schools the tenets of no sect are to be taught, there are great truths which cannot be left out of sight in training the conscience. That there is an overruling Spirit to whom we are accountable, and who requires of us to perform the duties of life in accordance with fixed principles, should be impressed upon the forming mind by frequent reference, especially in cases where reprimand is required.

The views which we have expressed show what should be the style of people requisite for teachers. With literary qualifications, such as their task demands, they should have a keen sense of justice and equal rights. They should know no class distinction; no rich or poor; no distinguished or obscure parentage. Each child is a stone to be built into the fair temple of the republic; each a future matron, or voter, perhaps legislator. By no injustice towards one's self, or another, should a lesson of wrong be taught, or sense of injury be awakened, leading to the repetition of wrong, in either case, upon another. A teacher who had unjustly punished a lad, attempted to vindicate himself by the assertion that the father of the injured scholar was a drunkard, thereby showing so slight a sense of justice as wholly to unfit him for the sacred trust which had been confided to him.

It should also be expected, of one to whom the government of a school is committed, that the power of self-government should be possessed. A fretful, peevish, storming teacher is forming pupils to a kind of manners, calculated to impair seriously the happiness of domestic circles. The more vexing occasions occur in the hours of teaching, the more conspicuous will be the impressive lesson of a spirit ruled by internal energies. This is most forcibly illustrated when occasions occur on which an infliction of punishment is necessary. A hasty blow, struck in anger, is a bad educator; but when the infliction is in evident sorrow, and in manifest desire for the good of the punished, it will not be over-severe, and a healthful moral effect will be produced, and the necessity will be infrequent.

We will not linger to describe an ideal teacher with mythical excellences not to be found in real life, knowing that such would be engaged by those of larger means; but there are great rules, the effort to observe which would bring—nay, have brought—many instructors to such moral attainment, as renders the places where they preside the fountains of beneficent streams of influence.

School Committee.—SAMUEL DYER, LEWIS E. NOYES, SERENO HOWE.

BRIDGEWATER.

The discipline of the school must be firm, mild and uniform. We are no advocates for severity; neither do we believe that a school can be prosperous without obedience. The aged, who remember the chastisements of their younger years, will not be apt to complain of the severity of modern times. We do not believe that corporal punishment is to be wholly discarded; much less should pupils think it is seldom to be applied. Yet great judgment should be used in its application. It should never be used with undue or unguarded violence, nor in a passion or haste, but with great calmness, mildness and consideration.

The exercise of punishment in school requires all the moderation, firmness and benevolence of a kind, judicious and thoughtful parent. The teacher, while he has charge of a school, is in the place of a parent, and must exercise the same authority and government over the school which a parent is expected to exercise over a family. The teacher has the entire government of all the scholars while they are in the school-house or on the school-grounds; and, according to the opinion of many, while they are on the way to and from school. If he exceeds or falls short of his duty, there is a remedy. But he is under the most imperative obligation to maintain a firm and consistent discipline; for without it no school can attain the end for which it was established. The teacher in this work has a right to expect the co-operation of parents, who can do much to relieve him of care and anxiety, but never of responsibility; but while children are under his care they have no right to interfere with his government. If he exceeds his power, there is an easy way in which redress can be secured, without disturbing the order of the school. There is a body of men appointed in every town to superintend the schools, and to see that all wrongs are redressed, as well as to see that the schools are well managed. The idea of rightful authority and unquestioning obedience is not sufficiently enforced in our school discipline at the present day; and, in the words of another, we say that "Young America needs to understand the meaning of that almost obsolete imperative, obey."

We cannot close our report without repeating what has been often said in previous years, and calling your attention to the importance of giving more heed to what is usually called moral education than has been done

hitherto. The statutes of the Commonwealth make it an imperative duty of all teachers, on all suitable occasions, to inculcate "the principles of piety and justice, and a sacred regard to truth; love of their country, humanity and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded." In accordance with this law, the following regulation has been adopted by the city of Boston, viz.:—"The pupils shall be carefully instructed to avoid idleness and profanity, falsehood and deceit, and every wicked and disgraceful practice, and to conduct themselves in an orderly and proper manner; and it shall be the duty of the instructors, as far as practicable, to exercise a general inspection over them in these regards, both in and out of schools; and also, while going to the same and returning home; and on all suitable occasions to inculcate upon them the principles of truth and virtue."

This statute and this regulation are wise and reasonable. Without moral education, no man can be more than half educated; or without it, we might rather say, the man is not educated at all. The moral faculties, the will, affections and conscience, are the distinguishing traits of humanity, and alone fit a person for the discharge of the various duties imposed upon him by his Creator. The education of the intellect may make him wise to do evil, but not necessarily to do good. Increase of knowledge is good, but increase of virtue is better. The influence of our schools, the influence of our homes, should be such as to inspire in the hearts of the young the love of all those virtues which adorn and embellish every walk in life, and establish in their deportment all those habits of diligence and punctuality, of undeviating truth and incorruptible honesty, which are indispensable in every station of life. And it must not be overlooked, that all genuine morality is founded on the principles of the Christian religion. Hence the propriety as well as the necessity of having some portion of the Bible read daily in all our Public Schools, according to the laws of the Commonwealth.

Education, as the word signifies, implies the cultivation of the moral as well as the intellectual powers of the mind; and he who does not view it in this light, has but an imperfect view of the subject. Mere intellectual knowledge will not secure the welfare and safety of any State or community. Knowledge alone will not make any man a good man. It is indeed essential, but, in addition to knowledge, there must be moral virtue. Without this qualification no man can be safely trusted, no man can satisfactorily discharge the duties which he owes to himself, or to the community. And if it be essential that moral virtue be possessed by a State or society, to secure its safety or continuance, just so essential is it that the conscience of every child be thoroughly educated.

School Committee.—EBENEZER GAY, FREDERICK CRAFTS, JOHN A. LOTHROP.

CARVER.

The constant change of teachers, so common in our schools, is a great misfortune. For when the teacher has become acquainted with the capacity and attainments of each scholar, and has learned the dispositions of the different pupils, and all the peculiarities of the school, he is of course far better prepared to enter upon the earnest work of that school-room than a new teacher who would have all these things to learn. If, therefore, a teacher has been successful, especial effort should always be made to retain his services.

We most cordially invite parents frequently to visit the school-room. You would not employ a person to do any other work for you without attending to the way in which it was done. Do you say that you are unable to judge in this manner?—but you do judge from hearsay, and could you not much better, and perhaps more correctly, judge from personal observation? And besides this, it would greatly encourage the teacher, and make him feel that you were really interested in what he was doing, that you regarded his work of some importance; it would inspire him with new energy and devotion. And again, it would have a most happy influence upon the scholars. They are apt to be interested in what interests their parents. And for you thus to manifest sympathy in their daily work, seems to give dignity and importance to their tasks. Hence, as a general rule, we find the best scholars in the schools most frequented by parents.

We are not ignorant of the difficulties which meet the earnest teacher as he enters the school-room. The first embarrassment is, perhaps, the number of classes,—greater in some cases than the number of scholars,—and he feels that the efficiency of the school depends largely upon a judicious classification. The first question, therefore, is this:—What am I to teach? The rules and theories of authors? Or am I to teach the principles of science? Am I to teach Eaton's Arithmetic, for instance, or the principles of arithmetic, as arranged and illustrated by Mr. Eaton? Having settled the question that it is ideas, and not words, that the scholar needs to learn, then he can organize the school into classes that will think and work together.

And we think the teacher should ever keep steadily in view the idea with which he started—that he is to teach principles. Books are indispensable, but they are not to take the place of oral instruction. They are designed as a mere guide, as an outline of thought, but questions involving the principles contained in the lesson should be varied to suit the capacity of the scholar. And familiar, practical illustrations will also aid greatly in awakening interest and in fixing the attention. It seems to us that the aim of the teacher should be, not so much to “cram” the mind of the

scholar with "new ideas," (many of them, perhaps, above his comprehension, and hence only tax the memory,) as to call out and exercise his capacities of mind, and thus teach him to think for himself, to reason independently, and to grapple vigorously with new truths. When this appetite, this thirsting for knowledge has been awakened and stimulated, the scholar will draw instruction from everything in life around him. True education is not, therefore, so much a "pouring-in" process as a "drawing-out," a developing, exercising and strengthening of the intellectual faculties. And when these powers of his mind have become vigorous, by healthy action, the scholar goes forth prepared to act nobly his part in the earnest work of real life.

School Committee.—HENRY L. CHASE, T. M. SOUTHWORTH, WM. LEACH.

EAST BRIDGEWATER.

We would direct attention to one other study of great practical value, but too much neglected—the history of the United States. The branches required by the law of 1826 to be taught in our schools, were orthography, reading, writing, English grammar, geography, arithmetic, and good behavior. But strange as it may seem, it was not till 1857 that the history of the United States was added to the number of studies required. Yet this last requirement, by some singular oversight, has received comparatively little attention.

Though teachers are required to be examined in this study, it is taught to a very small extent, even in our Grammar Schools; and the result is a lamentable degree of ignorance among those who are to be the future supporters of the republic, concerning those events which led to its establishment, growth and unexampled prosperity. It is apprehended that many, on leaving our schools, are unable to mention the causes of the war of the Revolution; or to give the date and description of the principal battles by which it was begun, and the final one by which it was terminated, and peace and independence were achieved.

Now, such events are not only exceedingly interesting and instructive in themselves, but in teaching these we teach patriotism. It is an efficient means of inspiring the young mind with a love of country. By learning the main principles and features of our free government, they learn that it depends for its support on the intelligence, virtue and integrity of the people; and will be led to feel that every one is responsible for the preservation of the rights and privileges transmitted to us from our fathers. Let the child be taught the sacrifices of life and property our fathers submitted to, for securing our free institutions, and their value will be engraven on the mind. But let them remain ignorant of what they cost, and they will be in danger of ignobly selling their birthright.

Ability to awaken interest in Studies.—On this, as we have had frequent occasion to see, the teacher's success in efforts to effect the progress of scholars, vitally depends. Children do not usually perceive the practical value of learning, or its application to their personal wants and interests, and therefore will not do much to obtain it, without the particular efforts of the teacher in this direction. It is necessary that he not only possess the love of knowledge, but an enthusiastic desire to inspire the minds of his pupils with the same appreciative sentiment. And the very fact that he feels and expresses a deep interest in the studies as of great practical importance, will of itself operate as a stimulant upon them. His very eye, and tone of voice, will awaken their interest and zeal; and enliven every recitation. The ability to touch the hidden springs of thought and feeling, to interest as well as occupy the mind, is indeed a difficult attainment, but has been attained by many in some good degree, and is of indispensable importance, especially in the instruction of the younger scholars. It does more than all things else to prevent restiveness and disorder, and to insure the highest progress. And the professed instructors, who content themselves with merely hearing lessons, without aiming, by previous study, and by practical illustrations and tests, to make them understood and appreciated by the pupils, may well consider the question whether they have not sadly mistaken their calling.

School Government.—This is intimately connected with the present prosperity of our schools, and the future well-being of society. The will of the teacher, enforced by discretion and kindness as well as authority, must have the ascendent, or nothing will be done to advantage, and the school itself will be worse than useless. The spirit of disobedience to wholesome rule, allowed in the school-room, will prepare children to become rebels against the laws of the State, and pests in the community.

The method of securing proper discipline is as far removed from harshness, as from over-indulgence. It is of the utmost importance that the teacher, while maintaining his authority, should feel, and convince the pupils that he feels, an earnest interest in their welfare and success. He should maintain dignity, and "control over his own spirit," and treating them with uniform courtesy and kindness, avoid expressions of ill humor and fretfulness, as that which tends directly to repel and alienate their minds from him and their studies. The true teacher governs rather by force of mind and character, than by any physical effort. He exerts an influence that leads his scholars to feel they are associated for a great end, to be accomplished mainly by their own efforts, while he is only their assistant—and that "order, Heaven's first law," is nowhere more needful than in the school-room. With this feeling, the school moves quietly on, the very presence and look of the teacher inspiring them with animation, and desire to conform to all the rules for their instruction and guidance.

Some few scholars, it is true, may not be controlled by any array of mental and moral influences, and require the infliction of a prompt and adequate bodily chastisement. No safe substitute for "the rod of correction" in certain cases, has been discovered since the time of Solomon. This rod, however, is to be administered without the least vindictiveness, as a painful duty,—rather "in sorrow than in anger"—as essential to the benefit of the offender, and the prevention of the direful effects upon the school of unrepressed misrule. It should be made evident throughout, that the very idea of government implies law, and there can be no law without a penalty; yet that the enforcement of the rules is not arbitrary, but necessary to the well-being, nay, to the very existence of the school.

School Committee.—BAALIS SANFORD, WILLIAM H. OSBORNE, NATH'L H. BROUGHTON.

HANOVER.

Change of teachers is too frequent by far. This results in part from a want of sufficient care in selecting them. It seems desirable that a good teacher be retained in the same school at least two years; but in most of our schools the past year, there have been two teachers successively employed. One of them had just become acquainted with her pupils, and they with her, when she retired to make way for another, and she in turn will probably be succeeded the next term by a third. This is an evil which ought to be speedily remedied. A poor teacher engaged, should not be long kept. We must try again; and when the right one is secured, let her, if possible, be retained.

Superintending Committee.—J. AIKEN, J. S. CROSBY, J. DWELLEY.

MATTAPOISETT.

In relation to giving all the children in town a suitable education, to fit them for all their social, civil, moral and religious duties, there is a divided responsibility.

The town in its corporate capacity; the committee, as agents of the town; the parents; the teachers, and the children, have each a responsibility which cannot be neglected without public as well as private injury. An education of some sort children will have.

The family is an efficient educator; so are the streets, especially at night; and the work-shop, and the various places of amusement. the school-room is neglected, the education derived from sources external to the family is often false and mischievous.

The same law that compels us to maintain schools, also requires that the children shall attend the schools.

While it is the duty of the town to furnish money for the free education of all the children; while it is also the duty of the committee to furnish competent teachers, and to see that they are faithful; while it is the duty of the teachers to qualify themselves for the business of instruction, and to be diligent and thorough in teaching, and to be faithful to inculcate good morals and the practice of virtue; it must be obvious that it is the duty of the parents and guardians to see that their children and wards attend school, and to co-operate with the committee and the teachers in inducing the scholars to perform their duty in acquiring knowledge.

We will not despair of better times coming, when we shall have reversed our appropriations to (\$3,000) three thousand dollars for the support of schools, and (\$1,000) one thousand for the support of the poor, instead of \$3,000 for poor, and \$1,000 for schools, as it now is. No town in the State shows such appropriations as ours, but the reverse. We really desire that our town may wipe out the district lines, give up our imaginary rights, and constitute the town one school district, as many of the towns in the State have done.

School Committee.—WILSON BARSTOW, THOMAS NELSON, NOAH C. STURTEVANT.

MARSHFIELD.

We have examined the teachers sent to us by the prudential committees, and have given them certificates. Though they come to us as candidates, the practical difficulties attending a refusal to approbate them are so great as to lead us, in some instances, to feel under constraint to give certificates to those whom our judgment would lead us not to employ. We hope, therefore, that the existing system of contracting with teachers will be duly considered, whenever it is discovered that our schools have been intrusted to those who are inexperienced and incompetent.

Heretofore the State appropriation has been added to the school money raised by the town, and employed for general purposes. This usage is not in accordance with the statute. Your committee, in assuming the trust imposed upon them by law, have used twenty-five per cent. of the appropriation of the past two years to purchase and repair maps where they seemed most needed, and have employed the remainder towards equalizing the length of the schools. It is for these purposes that the State aids the towns, and commits the disbursement of the appropriation to the school committee.

School Committee.—EBENEZER E. ALDEN, Jr., ANDREW T. MAGOUN, JOHN H. BOURNE.

MIDDLEBOROUGH.

The schools are so interwoven in our affections, and come so near our firesides, that we cannot be inattentive observers, and cannot but feel much interest in the instruction of our children. We would not have it

otherwise. Yet this solicitude for the welfare of our children reaches the school-house often through improper channels. If a teacher should listen to all the suggestions of parents, (each thinks his opinion important,) he would soon find he is keeping a school which pleases none. This one is in favor of corporeal punishment. That one opposed to it. This one is in favor of corporeal punishment for boys, but not for girls. Another is in favor of the rod for small children, but not for large ones. Some advise the teacher to refer certain cases for discipline to the committee—others never. Some believe in keeping children after school, others do not. Some believe that the teacher's authority extends beyond the regular school hours and beyond the school-house premises, others do not. One blames the teacher for setting long lessons; another for setting short ones. One thinks too much time is devoted to this study, and another to that. Some believe a teacher should get up a spirit of emulation among the pupils, by having them take places in the class, choosing sides in spelling, and by merit marks, &c.; others discard the whole. Some think their child is taking up a study too young; others, that it is delayed too long. Some think him kept too long in this book, this class, or in this school, and blame the teacher or committee for not promoting him. Thus we might continue indefinitely. Enough, however, has been educed to show the fallacy of parents dictating to teachers what particular course they ought to pursue. We should make our best endeavor to secure a competent teacher, and then leave the whole matter of instruction to him. As parents, we should try to harmonize our ideas, and labor with the teacher, instead of against him, even if he is not our particular choice. Above all, we should abstain from too free remarks and criticism in the presence of our children, and beware how we side with them against the teacher. We believe this to be one of the greatest sources of evil to our schools.

School Committee.—E. W. DRAKE, A. H. SOULE, I. F. ATWOOD.

NORTH BRIDGEWATER.

High School.—The High School during the past year has enjoyed a high degree of prosperity, and has, we believe, met all the reasonable expectations of its friends and the public. From the crude and confused condition of affairs incident to the opening of the school, to the gathering together of a large number of scholars of various grades and attainments, from the difficulties attending the arranging of studies so as to meet the wants of all, from the uncertainty accompanying every movement in stepping forth into an untried way, and from the experimental character of every plan adopted at the primal organization of the school, the second year has witnessed a great advance and the development of an order and system which not only

promise largely for the benefit and prosperity of the institution in the future, but the efficiency and good effects of which are already apparent.

To provide for a thorough and comprehensive course of instruction has been the desire and aim of the committee from the organization of the school. The statute of the Commonwealth requiring the establishment of High Schools, sufficiently indicates the scope of instruction which schools of this character are expected to furnish, and it is our wish, as we believe it is the wish of the town, that our High School shall be brought fully up to this standard. To effect this the committee, before the commencement of the present school-year, arranged a course of study, intended to occupy three years, embracing the principal branches necessary to fit the pupil for college and the higher courses of professional education, and for the successful prosecution of the ordinary business pursuits of life.

The following is the plan as at present arranged. It is of course still subject to such modifications as may be found desirable :—

COURSE OF STUDY.

JUNIOR YEAR.—*Fall Term.*—English.—Arithmetic, United States History, English Grammar, Geography, Reading.

Classical.—Arithmetic, United States History, Latin Grammar, Reading.

Winter Term.—English.—Arithmetic completed, Algebra, Grammar, United States History completed, Reading.

Classical.—Arithmetic completed, Algebra, Latin Grammar and Reader, United States History completed, Reading.

Summer Term.—English.—Algebra, Book-keeping, Physical Geography, Rhetoric, Reading.

Classical.—Algebra, Latin Reader completed, Physical Geography, Rhetoric, Reading.

MIDDLE YEAR.—*Fall Term.*—English.—Algebra completed, General History, Natural Philosophy, Rhetoric.

Classical.—Algebra completed, Cæsar, Greek Grammar.

Winter Term.—English.—Geometry, Natural Philosophy, Geography of the Heavens, Physiology.

Classical.—Geometry, Cicero, Greek Grammar and Reader, Ancient Geography.

Summer Term.—English.—Geometry completed, Natural History, Botany, French.

Classical.—Geometry completed, Cicero, Greek Reader, Ancient Geography.

SENIOR YEAR.—*Fall Term.*—English.—Trigonometry and Surveying, History of Literature, Chemistry, French.

Classical.—Virgil, Anabasis, Latin Prose Composition.

Winter Term.—English.—Surveying, Constitution of United States, Chemistry, French.

Classical.—Virgil, Anabasis, Latin Prose Composition.

Summer Term.—English.—French, Geology, Natural Theology, Reviews.

Classical.—Sallust, Homer, General Review.

Compositions and Declamations through the entire course.

It is hoped and expected that scholars will complete this entire course of study before leaving the school. All such will graduate with the honors of the institution, and be entitled to a diploma from the committee.

The committee cannot close this part of their report without bespeaking for the High School and for the generations who are pressing forward to a participation in its privileges, a liberal and well considered policy for its future maintenance. The benefits which this school has in store for the town are of incalculable value. From no local institution is destined to go forth an influence more powerful to mould and strengthen the community than from this, and on none, if properly supported and conducted, will our citizens have occasion to look with more honorable pride or earnest hope in days to come. Every measure which tends in the least degree to cripple its growth or abridge its efficiency should be regarded with apprehension and distrust, and all proper aid and encouragement given to the policy which shall nurture it into the widest usefulness.

School Committee.—C. W. WOOD, F. A. CRAFTS, A. T. JONES.

PEMBROKE.

The hope heretofore expressed in relation to the condition of our schools, and the town's interest in their welfare, has not, we regret to say, been fully realized. The action of the town in diminishing the amount of money for the support of our schools, has been no less injurious to the latter than derogatory to the former. Those who moved and voted for that measure, have not been, we fear, careful and candid readers of our reports in previous years. In one of these, we attempted to show at length the advantage which a town may derive from the maintenance of good schools. Such schools cannot fail in the course of years to exert upon it a most beneficial influence. They will tend to enhance the value of real estate within its limits, to increase its population and to elevate the character of its inhabitants. Houses and lands that lie in the neighborhood of good schools, will always, on that account, command a higher price. We know that a fine farm, removed far away from school or academy and the main travel, loses a large per cent. of its real value on account of its retired locality.

We are not aware, perhaps, how much the value of property depends upon the state of morals and education in the place where it is located. Some time ago, for instance, there was a certain farm, delightful for its surrounding scenery, on the bank of a winding river, enriched with orchards, prolific in fruit, grain and grass, having every advantage that nature could bestow. Yet, when this was offered for sale, no respectable purchaser could be found that would give for it one-half of its worth. Why was it so? The explanation is easy. Education and morals were at a

low ebb in the neighborhood where it was located. The people, many of them, gave little, cared little, for educational or religious institutions. It was environed with settlements where ignorance, joined as it commonly is with the habits of drinking, rum-selling, sabbath-breaking, and their attendant vices, prevailed.

Is not all this reason enough why this beautiful estate could not be sold for half its intrinsic value? Would any respectable, worthy man wish to move and live there? Would even any vicious man who has children to educate, be inclined to purchase and occupy it with his family? Hardly any one, we think, would be found willing to do it. For even unprincipled men exceedingly dislike to expose or endanger the moral innocence and virtue of their children, by bringing them into places of temptation, however vicious they may be themselves.

Some may think that what we have now said goes to show the importance of good morals, not of education, and is therefore irrelevant to our argument in favor of the latter. No so, however; for we maintain that education and good morals are so closely connected, that whatever advances the one is beneficial to the other. They are two things which go together, and cannot be put asunder. If you neglect education in your community, moral refinement, steady habits and integrity, and a virtuous self-respect will decline.

If any one, then, would see his property rising in value in consequence of the increasing good habits and the high-toned morality of the people around it, he must look with solicitude to the character of the schools, must contribute in every way to their improvement more and more, until they become capable of giving a good education to all the rising generation. No matter if this increases his taxes, it will, in the end, advance his pecuniary interest. Let a town be blessed with Free Schools of a high order, free from the dews of dissipation, and elevated in the tone of its morals—in such a town, property in houses and lands, and pecuniary investments of every kind will rise in value above par, and never will sink below it. The shrewd sellers of property understand all this very well. They know the favorable effects which the moral and educational advantages of a town produce upon the property within its limits. Hence, when they propose to sell it, in their public advertisements, how careful they are to describe the place where the property is situated, its agreeable surroundings, especially its proximity to excellent Public Schools and churches. All this shows that these good institutions in a town, and every man's property there, are so nearly connected and interlinked, that he cannot possibly neglect the one without doing injury to the other. If he would have his worldly affairs prosperous, his gains increasing, his estate advancing in value, there is no one thing which he can do, better adapted to promote this end, than to let his voluntary contributions be prompt and liberal for

the support of schools and the enlargement of educational privileges, and for all those objects which tend evidently to raise and refine the character of his whole neighborhood.

But our proposal to raise more money, and to do more for our schools, should be urged by higher considerations than those which appeal to a passion for the increase of wealth. Make your schools better, not only because it will make your farms, and houses, and real estate more valuable, but because it embraces the highest good of your children. It is to secure them against the evils of ignorance and stupidity, of dissipation and the destitution of moral principle.

The fond wish of all parental hearts is, that their children may be successful in life, gain wealth, honor, reputation. But this wish can never be realized, if they enter upon life without being well instructed in the branches of common learning. We speak often of the lower classes of society, and we shrink from the thought that our children should ever fall to a level with those who compose them. Of many who belong to these classes, dissipation, no doubt, and the various vices that follow in its train, are characteristic. But there is, perhaps, no word in the language better adapted to designate the character of all of them, than that of ignorance. Indeed, it is the destitution of knowledge, or the want of intellectual culture, which operates more than all other causes to create these classes.

Educated ability is not often left long in obscurity. It commonly lifts itself up to a level, at least with wealth, and what are commonly called the higher classes of society. It would be a hard matter to create an aristocracy in a community where all have an equal amount of learning and mental culture. Let the youth of any town—the poor and the rich, be equally well educated, and that petty pride of rank and family standing, which more or less poisons the peace of every New England neighborhood, would be greatly diminished, if not annihilated. If you would see your children rising and holding an honorable position in the community, you need not toil to accumulate property for their use. Give them a good education, controlled and sanctified by religious principles. Elevate the character of the Common Schools, on which they principally depend for their learning. Make a more generous appropriation of means to increase their length. Enlarge these means to such an extent, at least, as to secure to every district three terms a year, of twelve or fourteen weeks each. This object would probably be secured in our own town by the addition of four hundred dollars to the amount raised the last year. Let it be added, there are cogent reasons for this, besides the strong ones which you may find in what we have already said.

To grant the additional sum which we ask to increase the length of our school, is but the manifest dictate of economy. When a school has been in successful operation eight or ten weeks, two weeks added to these, are

worth almost double that number at its commencement. Your committee, in examining the schools the past year, have had but too frequent occasion to regard the loss which the pupils have sustained on account of their brevity. In some cases, it would seem that as soon as their attention to study is secured, and their interest in it awakened, the school is almost ready to close, thus rendering the earnest efforts of the teacher, and the newly awakened interest of the scholar, abortive and unavailing. Is it not to be regretted, that when some weeks have been spent in bringing the minds of the pupils into a state of preparation for a more ardent and vigorous pursuit of their studies—when this first object has been attained, the term allowed for the school should be nearly half expired? When you see your children engaged and interested in their studies, you feel that it would be detrimental to call off and interrupt their attention. Would it not be wise, then, to protract your schools, to allot to them a more liberal length, so that the interest which is awakened in the first few weeks of their keeping may not be speedily lost, but serve to accelerate their progress many weeks afterwards.

But this suggestion, we are aware, will call for the objection that the town cannot well meet this additional expense, burdened as it already is, with heavy taxes. Grant that it is so; yet it must be remembered, that it is expense incurred to promote the best welfare of your own families. To what better purpose can you appropriate property, than to the education of your children, or the improvement and prolonging of those schools where that education is principally obtained? If new roads are to be constructed, or old ones repaired, the town is commonly ready to raise the amount required. And are not the cultivation and development of the immortal faculties of your children more important than the public highways? If you say your annual expenses are already equal to your incomes, might you not curtail the outlay of means that is now made, perhaps, for the attainment of less important objects, that you may have more to expend upon the culture of the precious young minds committed to your care? If they need a suit of clothes, and something perhaps additional to adorn their persons, these more commonly you procure for them. Are the adornings of the mind, or those imperishable treasures of intellect, which you are bound to provide means to secure to your children, less important than the temporary adornings of the body?

Notwithstanding the prevailing high prices and burdensome taxes, we see abundant evidence to convince us that the resources of the town are amply sufficient to afford four hundred dollars more to give to their children a chance for a better education. Recently we have seen a teacher of penmanship obtain, within the limits of less than two of our districts, more than one hundred dollars for giving a few lessons in that one branch of learning. A favorite adept in legerdemain comes along, and the people,

both older and younger, are ready and eager to give him almost a hundred dollars in one part of the town, and nearly that sum in another, to witness again his gifts for curious tricks and wonderful ventriloquism. From present appearances, we should judge that before the winter closes, other hundreds of dollars will be expended in paying fiddlers and supplying turkey suppers, to gratify the appetites of more than midnight dancers. We do not mention these things in a harsh and condemnatory tone. We are no ascetics. We believe in amusements, in the necessity of incurring expense to provide for them. But while this is done, perhaps but too liberally, we are astonished and grieved to see a people parsimonious in providing for the cultivation of the mind's immortal powers, withholding the money that is requisite to secure to their children that education, without which they may be crowded down in the world, and constitute its lower classes. We do not believe the town is composed of such a people.

School Committee.—THEOPHILUS P. DOGGETT, FRANCIS COLLA MORE, JULIUS CUSHMAN.

PLYMOUTH.

Most of our experienced teachers are fully aware of the imperfections of the methods which they practice, but know not how to escape from them, perhaps, they find it too difficult to form new ones. All methods, to be the best, must, in all things, conform to the laws of the development of the faculties of the mind. In vain do we try to teach a child what it is not constituted to understand, or to impart a knowledge of a subject, suitable to its years, by a method which is not in accordance with the natural growth of the intellect of the learner. In both cases our labor is worse than lost; a lasting injury is done to the nature of the child. Teachers, with a very few exceptions, are dependent upon the text-book for their order of unfolding a subject, and it is very difficult, or rather impossible, for them to exclude the errors and supply the deficiencies of a poor school-book.

Almost all the elementary books which we are obliged to use in our schools, seem to me to be the result of an erroneous theory; a theory which supposes that children begin to learn best by acquiring a knowledge of systems, whilst they naturally begin in a very different way; by the accumulation of isolated facts which are pleasing to their untutored minds. Afterwards, system creeps in, to co-ordinate their scattered knowledge, and to reduce it to a convenient form. Children have good memories and little power of generalization, and when we impose our scientific treatises upon them, they do the best thing in their power—they commit them to memory without understanding them, and delude themselves, as well as some of us, into the belief that they are advancing rapidly in learning.

These school-books, not being suited to the minds of children, do not, of course, supply the wants of teachers. When a scholar, commencing the study of geography, is confronted with the definitions of imaginary lines formed on the maps before him, and furnished with very condensed analyses of the various governments in use among men, he is amazed, and soon learns that his only resource is his memory, and he betakes himself to that. The teacher, finding ideas are out of the question, and unwilling to omit that which is set down in the book to be learned, accepts the memory of the child, and hopes that the good time may come, when the scholar shall have more understanding and the book less dullness; and he seldom hopes entirely in vain. The result, however, would have been reached much sooner, much more pleasantly and much more thoroughly, if the book had undertaken to give only a general conception of the earth's form, and to tell interesting stories about the wonderful things on its surface until the child's mind had become able by degrees to comprehend the science of geography.

At a certain point in the course of study marked out for his school, the teacher finds that his scholars must enter upon the study of English grammar. One of the best books on the subject is placed in the hands of each of the class, and the teacher is required to make them understand it, if he can. He perceives that grammar is the systematized knowledge of the structure of language, obtained from observation, by some of the most acute minds, and that his scholars, not having any knowledge to systematize, are not in a condition to appreciate this process. He frequently hears the question, What is the use of grammar? He expostulates and expounds, but the question is still repeated; and in nine cases out of ten, he fails to convince his scholars that grammar has any use at all. It must be admitted, however, that some important knowledge and valuable mental discipline may be derived from this study as at present conducted, but an immense cost of wearisome toil and priceless time, aggravated, perhaps, when it is too late, by the reflection that all this culture might have been obtained at a much cheaper rate, if the subject had been treated in a rational manner from the beginning. The proper method would be, I think, to have the child commence writing simple sentences, as a daily exercise; increasing, by degrees, the complexity of the composition, and subjecting it always to severe criticism, until the scholar, by actual experience in writing his own language, feels the want of system: then he will be prepared to begin the study of English grammar.

But in every department of instruction, we force children away from the interesting facts which they would rapidly assimilate, and stuff them with learning which they cannot digest. Nations advance from the savage state to the highest civilization, by observing, first the simplest facts; then the more complex ones; finally, they arrive at the highest science. So it undoubtedly holds with children. They proceed from facts to principles;

from the concrete to the abstract ; from miscellaneous knowledge to the most comprehensive science ; and if we would teach them successfully, we must follow the same order.

Superintendent.—CHARLES BURTON.

PLYMPTON.

Because much good has been accomplished by the district system, let us not be so conservative as to suppose that no change can be made for the better, and no departure made from that system established by our fathers two centuries ago. The difficulties connected with the building and repair of school-houses are sufficient to condemn the system without looking further. The amount of taxable property in the several districts varies so much, that one district may build a good house, and hardly feel the expense ; while in an adjoining district, the building of a house would cause a most oppressive tax. Bad as that is, the case is worse in regard to repairs which school-houses constantly need. Broken windows are to be mended, blinds are hanging by one hinge, the fence needs repairs ; many things for the comfort and convenience of the school are needed, but the district treasury has long been bankrupt ; to assess and collect a little tax will cost twice as much as the sum to be raised ; so the prudential committee concludes to let things remain about as they are, and turn over the responsibility to his successor in office, or, as the least of two evils, to unlawfully take the sum necessary to pay the expense from the school money, and thus repair the school-house at the cost of the children's education. Under the school system of Massachusetts, the schools are supported by a tax on all the taxable property in town. It is certainly just that the school-houses should be built and repaired at the town's expense. Then no section would be wronged, and every one would pay in proportion to his ability. The district system has been abolished by a majority of the people of the State, and we know of no town which, having done so, has returned to the old system.

School Committee.—JOSIAH G. HAMMOND, CHARLES H. PERKINS, BARZILLAI E. WRIGHT.

SCITUATE.

Music as a Study.—It has long been our hope that vocal music might be regularly taught in all the Public Schools ; and, at the risk of repetition, your attention is again invited to the subject. The school law of the Commonwealth, in its enumeration of branches to be taught in the Public Schools, specifies "vocal music" as one that should receive attention, so far as the committee may deem it expedient. Heretofore, it has been used as a recreation to the scholars, and, generally, a few of the best singers

have been selected to do all the singing. It is not the popular idea that nearly every child may learn to sing; but many of the most intelligent musicians affirm it. The same organs that produce the wail of the infant, and the delicate inflections of good reading, may be cultivated to execute the most touching cadences of song. There are several instances in town of persons whose musical talent was so small that they could not distinguish the difference in pitch in the interval of the fifth, who by assiduous application have acquired the art of expressing themselves in musical sound with considerable taste and accuracy. A good reader is possessed of nice perception, and capability of execution. He is an apt imitator; and what more is a "natural singer?" Why is it not argued that only "natural" readers should be taught to read? If, then, nearly every one may learn something of music to profit—say as many as may become fair readers—is it not our duty to give all the scholars of the Public Schools an equal privilege in gaining a knowledge of its principles? A teacher of a neighboring town has instructed most of the schools in vocal music a part of the year, looking for his pay to voluntary contributions. The plan of visitation was hardly a good one. A grand concert of all the schools instructed was given at the completion of the course of lessons. During the winter, a singing school for adults has been taught by the same gentleman with much success.

Moral Culture.—It is a matter of regret, and a common remark, that the youth of this place are far from what they should be in deportment. "Before the excess of democratic individuality had corrupted the public manners," it has been remarked that "it was rare that a child, even in the least cultivated towns in the State, would pass an adult person in the street without respectful recognition; and the boy who should neglect to 'make his manners,' as it was called, would be looked upon as uncivil in the community, and be reprimanded, if not punished at school."

Would not a little more of the spirit, not to say forms, of the olden times improve the present style of manners? A child intellectually educated is but half educated. The statute makes it the duty of the teacher to impress upon the minds of children and youth "the principles of piety and justice, and a sacred regard to truth, sobriety, industry, and frugality, chastity, moderation, and temperance." To avoid sectarianism, have we not well nigh ruled all "piety" out of the schools? Is it not of the first importance that the moral culture of our children be attended to? While we cram their heads with mathematics, let us plant good principles in their hearts, and surround them with fostering influences, that they may germinate and grow up into well-ordered lives? The oaths that are sometimes heard about our school-houses disgrace the town infinitely more than any failure in recitation ever could; and the public intoxication of some of her young

lads will do more to stain the fair fame of her schools than the mental delinquencies of all the dull ones combined.

Superintendent.—G. HUBERT BATES.

SOUTH SCITUATE.

We have sought the past year to improve the morals of our schools, and to guard the scholars against forming or indulging in evil habits. We have sought to give our children a right moral, as well as intellectual start in the world, and thus to make our schools, instead of being pest houses and fountains of moral corruption and death, safe places for our children to gather. We have sought to make them such places, that parents may send their children to them without constant and distressing fears, lest those children should there be contaminated and ruined by evil influence and bad example. We would have our teachers regard, particularly, all profane and impure language in the mouths of scholars, as disciplinary offences, and parents and guardians of youth, should themselves carefully abstain from such language, and from all low and vulgar language and habits. Indeed, if parents themselves would discard all improper speech and pernicious habits, (among which we would reckon the use of tobacco,) and if they would pay some proper respect to the Bible, the Sabbath, and to religious observances, nothing would more directly improve the moral and intellectual condition of our schools. The general appearance and character of any school, will pretty clearly indicate to a careful observer, the position which the parents of the scholars occupy in the scale of Christian civilization and refinement.

Teachers, also, should be careful to exert, by counsel and example, a healthful moral influence over their scholars. They are required, by law to teach "good behavior," but no one can teach this rightly who does not himself know how to behave. Teachers, above all others, should have staid and settled characters. Their deportment, particularly in places of public concourse, and in public meetings, should be especially circumspect and exemplary. We would also have our teachers not over fond of midnight parties and ball-room dissipation. Apart from the general hurtful influence of such proceedings on the part of those who are looked up to as superiors and as examples, no teacher has a right to render himself, or herself, stupid all day in school, through a previous night's hilarious vigils. Teachers should give their nights to repose, and their days, together with their best powers and efforts, to the school-room. Perhaps our advice on some of these points is not needed. We hope it never will be. Our feeling however, is, that teachers should be morally, as well as intellectually, fitted for the great work of training and culturing the deathless mind for glory, honor and immortality.

School Committee.—DAVID B. FORD, JAMES SOUTHWORTH, FRANKLIN JACOBS.

WAREHAM.

In making this report, we depart somewhat from the usages of former years, speaking only of the schools as a whole, making no comparisons, and abstaining from personal criticisms of teachers. We have done this for several reasons.

1. It is unnecessary.

Your committee can see no reason for presenting the public with a table of the excellences and defects of the various teachers employed in the town, no advantage to be gained, no truth to be served. The public suffer no loss by such a course on our part, while the teachers are relieved of the anxiety and fear of a public exposure, and the odium of a public condemnation. Not all have been alike successful; not all have met in equal degree the approval of the committee, and to speak justly of each would be needlessly to afflict, where no good could possibly result.

If any person to whom the duty of selecting teachers desires the benefit of our observations and opinions, we are ready to impart all needful information privately, in such a way as to make it more valuable to them, without injuring the reputation and prospects of those whose efforts under other circumstances would be more successful; and if teachers desire recommendations for the future, we think we can better serve them by a private letter, than in a public report.

2. It is oftentimes unjust.

Committees are fallible as well as teachers. They do not always understand all the requisites of a good school, or appreciate as fully as they might the difficulties of the teacher's position. If committees were infallible; if their judgments were never warped by prejudices, or affected by imperfect knowledge of circumstances; if they were never biased in these reports by personal interests, and their visits were of sufficient frequency and length to examine thoroughly into the condition of schools and the qualifications of teachers, there would be less force in this objection and their reports would be far more valuable.

"To err is human," and committees are liable to err in the presentation of criticisms upon the teachers and schools under their care, misjudging and censuring, where, if the whole truth were known, their opinions would be entirely reversed. In this way, very often an irreparable injury is inflicted, and the hopes of some struggling life most cruelly blighted. If we err at all, far better err on the side of silence, for none are wronged where no comparisons are made and no criticisms indulged.

3. No other profession is subject to such an annoyance.

The physician, the lawyer, the clergyman, even, would shrink from such an ordeal. To pass under the critical review of a committee, whose consultations are secret, and before whose dread tribunal they are not permitted

to appear even in self-defence, and from whose decision there is no appeal, from whom a thoughtless line or careless stroke of the pen would most seriously affect their future prosperity and good name, is no trivial matter, and ought not to be lightly regarded.

We think this whole system of public criticism in school reports wrong and useless, from which it would be a mercy to be forever delivered.

In these days of Normal Schools, when the advantage of securing it is placed within the reach of all, a higher standard of intellectual acquirements and preparatory training is demanded of the teacher, and become in fact an essential requisite of success in his calling; and the committee would most earnestly recommend, that those who aspire to the position of teachers should not fail of spending a few months, at least, in some one of these most excellent institutions. Without this, in the present condition of things, it is impossible for any teacher to achieve enlarged success.

School Committee.—T. F. CLARY, GEO. S. ALEXANDER, H. M. KNOWLES.

WEST BRIDGEWATER.

The school system of towns should be an equal one—that which secures equal advantages to all scholars, without respect to location or circumstances. We say that such a town like this ought to have for all scholars from thirty to thirty-six weeks of school; that this number of weeks ought to be divided into two or three terms, as the case may be; that these terms should commence and be in session at the same time throughout the town, and continue equal lengths; that they should have permanent and yearly teachers; that the town should have the whole care of these schools, and choose a board of school committee to take charge of them, as they do a board of selectmen to take charge of other interests of the town; that the town should take as much interest, and exercise as much care and discretion in choosing their school committee as they do in choosing their selectmen; and that the school committee should assume the full responsibilities, and conscientiously, faithfully and fearlessly discharge the entire duties of their office. This is such a system as we need; not complicated, extravagant, nor expansive; but simple, practical, and useful. It will secure good teachers, good schools, and produce good results upon the intellectual and moral character of youth and manhood.

We will state what we have before: that in no better way can we promote the highest welfare of our schools than by following—in the spirit and in the letter—the school laws, which are the result of the highest wisdom and experience of an enlightened Commonwealth. And this motive is what has led us to speak of them so often and dwell upon their meaning. Says President Wayland: “The tenure by which our liberties are held can never be secure, unless moral keep pace with intellectual cultivation.” We hope

that this same sentiment may be observed, now in the training of our youth ; and that the moral, intellectual, and even practical duties of the young may be made to harmonize with each other, and to march together upon the highest plain of active life. And let us remember that the true source of moral training is the family, and that in the daily habit and deportment of family and parent lies the main influence upon character. The teacher stands in place of the family's influence, and is a deputed parent of the community, for a time ; therefore he should possess the sound principles of a good character. When that memorable body that formed our constitution of government had discussed for several weeks the best experiences of all modern nations with no good success, that good man, Franklin, rose and made a motion that daily prayer should be offered in that assembly for their success. The great man, Webster, on being asked what was the greatest thought that ever occupied mind, replied : " The greatest thought I ever had, or can have, is a sense of my accountability to God." Now if we wish to succeed as the good and the great have, and if we wish to have as good an influence on the character of children as they did on the character of the nation, we must follow their example."

Superintendent.—SIMEON J. DUNBAR.

BARNSTABLE COUNTY.

CHATHAM.

We would suggest the following hints for the future. That more attention be paid to spelling and reading, and to the geography of our county, State, and country ; that all the schools be punctually closed at the hours fixed ; that small children be not required to sit as immovable statues, but taught not to be noisy when they change positions ; that greater attention be paid to their natural wants, lest decency should be violated ; and that greater regard be paid to physical and moral education. The last hints we deem of the greatest importance. Unless more attention be paid to the physical training of our children, we shall soon be a nation of invalids. It is a great thing to have "a sound mind in a sound body." The sure and only way to secure this is to attend to the physical training of our children. Their moral education is of still greater consequence. The conscience and heart must be rightly educated. We do not believe in introducing sectarianism into our Public Schools ; but we do believe in introducing Christian

morality. Our children should be taught to reverence God, and fear an oath; to honor their parents, guardians, and instructors; to obey magistrates, and honor the aged; to be truthful, honest, humane, benevolent, etc. Such things are too much neglected in our Public Schools, and left almost altogether to the fireside and the pulpit.

School Committee.—LEVI ATWOOD, WILLIAM H. RICHARDS, EPHRAIM A. TAYLOR.

FALMOUTH.

Personal Criticisms.—We do not propose in this report, to subject each school and teacher to a personal criticism, pointing out particularly their various merits and defects. This old method might gratify the curiosity of the general reader. It might, in some instances, seem to serve the teacher by profitable suggestion. Committees eagerly seize upon such report, in confidence that it is sufficient to aid in the selection of teachers. But an idle curiosity ought not always to be gratified. Teachers are supposed to receive such suggestions as are of use to them, by the committee, during term time, a part of whose office work is to aid, in every possible way, the teacher. We are happy to give all the information in our power, to any prudential committee, respecting any teacher whom he may wish to employ. And we think it worth tenfold more than any meagre statement penned for the public eye. A sensitive teacher, who has the elements of prospective success, may, by injudicious criticism, be induced to leave the profession. No other class of persons are subjected to such severe, public, personal criticisms. And why should they be, more than others? If there was any real good to be derived from such a report, any to teachers or scholars, we would certainly give our influence still to the old custom. But, after the most careful thought, we are firmly in the conviction that it is a custom "more honored in the breach than in the observance," and should never be resorted to except in extreme cases. The voice of wisdom cautions parents against speaking in disparagement of the teacher in the presence of their children, because it tends to encourage insubordination and disrespect. Then why should we, in a still more effectual way, create the very evil that we condemn, and blaze abroad what we would not have parents do at home?

Qualifications of Teachers.—The character of our schools is determined very much by the teacher. A good teacher will generally secure a good school. What he is, to a great extent, the scholars will become. Is he full of life and energy in teaching? So are they in learning. Is he accurate in scholarship? So are they in recitation. Is he respectful in his bearings towards them? So are they towards him. Whatever goes to constitute the sum of his excellence, will be measurably repeated in them. Hence, whatever we would have our children become, should be our mode

in the choice of teacher. On the other hand, a poor teacher will speedily bring any school down to his own level. Is he inaccurate in scholarship, slack in discipline, indifferent to his work ; how soon do these characteristics exert their deleterious influence over the school, and it becomes really worse than no school.

It should be the first point to secure a good teacher. This is difficult. There are but few really good teachers. Not every good scholar makes a good teacher. Some are wholly dependent on text-books. They ask no questions aside from those printed in the books ; they do not remark upon, and illustrate, and mould a subject, till it is clearly and fully apprehended by the pupil. They are not masters of their position. Such teachers lack the proper qualifications for the office. They may go over the daily routine of duties, and have a fair reputation as scholars ; and yet fail in the essential elements of a good teacher. The above is especially true in the teaching of grammar. In this study, most emphatically, we see illustrated the importance of the teacher's being at home in his work ; that he should be able to impart his knowledge by free and easy conversation. Thus a study ordinarily considered dry and dull, at once becomes interesting and attractive. The chief object of the teacher is gained, in training the scholar to think for himself, to use his own faculties, to acquire habits of independent study. The scholar should be taught self-reliance ; not to be independent of text-books, yet not to be too reliant upon them. Such training will render them more thoughtful, and reverent, and show itself in greater happiness and usefulness in after life.

Study.—This is very desirable in connection with teaching, as it gives greater efficiency and despatch in the teacher's daily duties. Let all the exercises be anticipated, and reviewed. However good his scholarship, he cannot afford to enter the school-room without knowing beforehand what he is to do there. The teacher should also study as a habit, for the purpose of gaining information. The mere giving of instruction in the common branches of study, is but a small and much the easiest part of the teacher's duty. Habits are fast forming in the growing mind of the scholar. These, like the young sapling, may be easily made straight or crooked. And who may better mould these habits than the teacher ? To counteract the effects of bad influences, to exert good ones, to give moral instruction, to form habits of integrity, punctuality, industry and truthfulness, these are among the many things which should not be considered subordinate to elementary instruction, and should, if possible, go hand in hand with it, in order to the symmetrical development of the youthful mind. But in order to this great work, the teacher no less than the scholar must study. He needs a fund of knowledge from which continually to draw illustration and anecdote. He should not depend entirely on text-books, lest the school-room become tedious, and its duties irksome. Let the exercises be diversified with inci-

dental facts, and incidents, so that the scholar may be interested and entertained, and the hours pass quickly and pleasantly away. Thus the scholar comes to love the pursuit of knowledge. Pleasantness is associated with it, and thus, something is done towards acquiring a habit of punctuality; for he would not be absent or tardy while the school-room is to him a pleasant resort.

Discipline.—We do like to see good order in the school-room. Not much progress can be made without it. Fortunate is the teacher who has the happy faculty of securing it without the use of the rod! But if it cannot be secured without the rod, it had by all means better be used. But, in inflicting corporal punishment, it is expected that the teacher will use wisdom; never indulge in passion, or strike indiscriminately upon the head or face, and thus hazard the risk of disfiguring or disabling the child. It is expected, too, that the teacher, in case of insubordination on the part of the child, will kindly confer with the parents or guardians, and solicit their aid in the matter. This step, if taken in a conciliatory and judicious way, will generally supersede the necessity of referring the case to the committee. Should such a course be taken, and not secure the object, the case will come properly before the committee. And while the committee, except in instances of extreme indiscretion, are with the laws bound to favor the teacher, yet it gives us great pain to witness any seeming want of kindly feeling towards the scholar, or courteous bearing toward the parents. One who is suitable to instruct and mould the character of our children is expected to have sufficient weight of character to act wisely in such connection.

The manner of the discipline is important, inasmuch as it has much to do with forming the moral character, and shaping the destiny of the scholar. Harsh and unkindly government blunts the moral sensibilities, and prevents the development of the finer feelings and the more generous impulses of the heart. The great difference in government is the difference of the motives which are presented to influence the decisions of the pupils, to restrain them from breaking the rules, and to stimulate them to effort.

It has often been remarked that our District Schools have a demoralizing atmosphere. The children learn of each other much that is bad. They need the wholesome restraints of the fear of God; and hence the desirableness that a teacher be employed who will exert an influence to counteract this tendency, and make our schools, not a place where we fear to have our children go, but a place where we can feel that they are safe. We hope the time is not far distant when religious instruction, example, and influence will be desired and sought as worthy of prominence in the school education of our children. We, as parents, wish the teacher to be a help in carrying out our plans for our children. The mere culture of the intellect, without moral and religious culture, and the balance and weight of character which

is derived therefrom is a thing rather to be feared than sought. We want help in the culture of our children, in morals, virtue, and religion.

Union of Districts.—We are glad that measures are being taken to bring three into one, in Waquoit. We wish a similar thing were done in West Falmouth and in North Falmouth. Shumet, Robinson neighborhood, and Hatchville would make one good district.

Advantages.—1. Economy of means. Some school-houses must be built in these places, and it will cost less to build and keep in repair a less number of houses. It will cost less to employ a less number of teachers.

2. Many advantages to the scholar.

(a) More efficient teachers.

(b) The same teacher can do much better in a school large enough to allow good classes. Some of our schools are now so small, that it is next to impossible for any teacher, either to do justice to himself, or create sufficient emulation to insure success to the scholar. The first class in grammar is called out. One appears. The first class in history. Again one appears. Next is called out the first class in Primary Reader, and lo and behold! one more comes out. We pity both teacher and scholar. We know of no remedy, but in the union of districts.

District System.—We think it ought to be abolished, and give place to the town system, for the following reasons:—

1. It secures a higher order of teachers, for reasons which are obvious, some of which have already been intimated.

2. It is less cumbrous. The two sets of committees are much in each other's way. Were the business all done by a superintendent, or by the school committee, there might be more efficiency and despatch. The embarrassments in withholding certificates of approbation, also in closing a school that does not prove satisfactory, would be less. There would be less delay, and better results in securing another.

3. It is more efficient. This is seen in its raising the school interests above all local and party interests. It would unite the smaller schools, equalize the length of all the schools, allow better classing of the scholars, better school-houses, in better taste, and better located; more for the comfort, convenience, and health of their occupants. In these respects we are greatly behind the times, and can hardly expect a revolution except by a change of system. We know whereof we affirm, having had experience for a good many years with both systems.

4. It is less expensive. We venture to assert that it secures larger returns for every dollar expended, and we think it economy in the number of dollars expended. School-houses must be built in some parts of the town soon. Suppose the town system should decide upon some seven less houses and schools than the district system; now turn to the abstract of school returns and see what a saving, direct and implied, is here made.

Add a part of this to the wages of teachers, and our schools would be more what they should be. It would secure teachers educated for their work; it would retain them in service, as the present arrangement does not. With such changes our schools would soon come up to a level with schools in other parts of the State, where the new system has been in long and successful operation, and the people would not be hired for any money to "go back to the old way." It needs only to be fairly tried, and it will be enjoyed, and will tell on the prosperity of the town.

Objections to the Town System.—The ones more usually urged are the two following :—

1. It is more expensive. Doubtful, as stated above. The district system is attended with great waste. To select the teacher and assign him his school is a most difficult task. It is now done by a class of persons, who ordinarily have a limited circle from which to make selection. Often that selection is made with little other interest than that of disposing of an unwelcome duty; sometimes to favor a friend, sometimes any one who may apply. A great interest, being thus started wrong, goes badly through, for reasons above stated. Hence a great waste. Let there be some dozen schools only in town, and let first-class teachers be put in them, and a great want is met. In the district system do we not, in expending five dollars, waste two of them? The district system ought to cost more than it now does. It must, or it will tell on the future of our children. But will not the same amount of money, by the town system, secure larger and better results? This, it appears to us, is the only proper basis of estimating expenses. It is the one we apply in our business relations.

2. It deprives us of our liberties. Liberties to do what? If we want a familycarriage, we commit the matter to a person qualified for it. We do not make it ourselves, or set a man to work who will make it for the least number of dollars. We go to the tailor and jeweller on the same principle, and so do our wives and daughters go to the dressmaker and milliner. Here we love to sell our liberties. On such points we are sensitive and nice. But when it comes to the education of our children, the shaping of the mind, the intellect, and the heart, it is no matter; money becomes now a consideration; we must economize, keep things in our own hands. To have them intrusted to skilful, experienced hands, is to be deprived of our liberties! We do not desire the power of selecting teachers. Yet, we think it not quite fair that the charge of ill-success should rest upon our shoulders while our hands are in a great measure tied.

School Committee.—LEVI WHEATON, JAMES B. EVERETT, DAVID BRIGHAM.

ORLEANS.

The attention of parents has been called again and again to the baneful influences of speaking disparagingly of teachers in the presence of scholars, particularly in the presence of their children; but we would go a little farther and say, never speak disparagingly of a teacher, or of a committee man, in the presence of any one that attends school. For, we ask, what influence can the committee have to compel attendance, or what influence can they exert in maintaining good order in the schools, when disreputable remarks in relation to them, like the following, are made in the presence of scholars? "The committee are a nuisance; they are stumbling-blocks in the way of education; they are of no account, &c., &c.;" and even move in town meeting that the election of school committee be dispensed with. That such remarks have been made is true, "and pity 'tis 'tis true." If you ask some parents the reasons why their child does not attend school more regularly, they will answer,—“Oh! my boy is so dull, he don't seem to care about learning anything but play, and I don't know but he might just as well stay at home as to go to school; and then, he don't like the teacher.” In nine cases in ten, such parents never visit the school to see for themselves, but take the child's word for it, and conclude that the teacher is not fit to teach school. Now, if such parents would govern their children at home, instead of being governed by their children, and would compel them to attend school regularly, and would also help and encourage them in their lessons at home, their children would soon take an interest in their studies and like to attend school.

School Committee.—JONATHAN HIGGINS, JOSHUA L. CROSBY, ENSIGN B. ROGERS.

WELLFLEET.

But our present system of Mixed Schools compels us to change teachers by the alternation of males and females as principals. This is much to be regretted. It requires at least one term to acquaint scholars and teachers with each other. Each teacher has his or her peculiarities of instruction. One is inclined to urge by fear; another, by hope of reward. One believes the teacher to be monarch of the school-room; another is more republican in his views of school government. This teacher counts progress by the number of pages learned; another succeeds, who goes slowly but surely. Thus the scholar is scolded one term, and petted the next. This session he finds himself under a sort of military discipline; the next, the laws very leniently interpreted by the judge of the school court.

The line of demarcation between sovereignty and free agency is as dimly seen by the scholar as by his parents; and every rogue must learn by actual trial where the new teacher places it; when he has learned how

far he may venture, he is satisfied, and not till then. After a term or two of trial, he learns what the teacher means by order and discipline, and he obeys orders like a veteran soldier on drill, from the force of habit. After such an acquaintance with each other's peculiarities, the school and teacher move on with less friction and greater efficiency. When parents become acquainted with the teacher, they are more apt to add their aid in controlling the school, and thus a new impetus is given to progress. Confidence is said to be a plant of slow growth, and the new teacher often finds it true in his professional labors, and is often made to feel that he is a stranger, looked upon as a hireling by parents and pupils. Time can alone prove to scholar and parent that he is more than this; that he has the good of the school in view in all his orders and actions. But under our present system, this time for acquaintance and confidence is not given. Each new term must bring a new teacher, new orders, new distrust, new friction, and new collisions between teacher and scholar, or teacher and parents.

In closing, permit us to urge on you the absolute necessity of giving all the aid of parental authority and favor to the teachers for the coming year. They will be mortals like ourselves, capable of feeling the temperature of parental regard in their different districts, capable of reading the favor or disfavor of home in the tell-tale faces of the scholars under their care. Don't let your teacher be a stranger in a strange place. Invite him or her to your fireside and heart; let them feel that the parents' hearts are in the great work of their children's education; visit the school yourselves, and found not your judgment of it on Mr. or Mrs. Grundy's report. Every parent should consider himself or herself as an honorary member of their school, and a child as a ticket of visitation for every term in the year.

School Committee.—T. N. STONE, SYLVESTER HINCKLEY, M. H. DILL.

MARSHPEE.

While enjoying the liberal aid of the Commonwealth in maintaining our schools, we feel that we cannot too earnestly urge upon parents the importance of using their utmost endeavors to secure the constant attendance of their children. They can do much in exciting in their children's minds a healthy ambition, in encouraging their diligence and punctuality, and thus aid our teachers in the noble work which they have to perform. From the advantages now enjoyed we expect much; and, if there can be suitable co-operation of parents, children, committee and teachers, we hope ere long to reach that high standard, which shall not only reward us in the results achieved, but satisfy the Board of Education, that the liberality of the Commonwealth has been well bestowed.

School Committee.—MATTHIAS AMOS, WILLIAM H. SIMONS, NATHAN S. POCKETT.

DUKES COUNTY.

CHILMARK.

Those scholars who are always found in the school-room during school hours will, invariably, be in advance of those who attend irregularly, provided the capacity of the former be equal to that of the latter. The loss of one day is actually the loss of more than that one day's instruction and application. While the scholar is absent, principles are taught which are connected not only with the lesson of the day, but which are necessary to a thorough understanding of his studies afterwards. His progress for the whole term is impeded, he becomes discouraged by difficulties arising from ignorance of the principles with which he might become familiar but for the day's absence, and perhaps is obliged finally to leave school without securing a thorough education.

School Committee.—JOHN W. MAYHEW, AUSTIN SMITH, CHARLES TILTON.

EDGARTOWN.

The money raised for schools is, unlike all other sums raised by the town, literally an investment for profit. Other moneys are expended with no expectation of accruing interest or usury. But every dollar appropriated for schools will yield thirty, fifty, or a hundred-fold. Every wise parent wishes to make some provision for his children, or at least, to be assured of their future welfare. If he leaves them wealth without education, he merely provides for their animal nature, and for the indulgence, it may be, of the lowest passions. Even such a provision may be evanescent, leaving the heir in worse condition to rely upon his own resources than if he had been destitute of material patrimony. On the other hand, education, once acquired, becomes a permanent good, not only benefiting its fortunate possessor, but diffusing its refining and ennobling influences throughout the community.

"Economy," says a Massachusetts statesman, "is not to be measured by the amount of money expended, but by its application. It may be economical to use much or extravagant to use little, for the same object." This sentiment is particularly applicable to appropriations for schools. It is economical to use much and extravagant to use little for this purpose. Retrenchment, by decreasing the amount raised, is not economy, but a

culpable shutting out of the light of intelligence from the minds of those who are dependent upon you for the privilege of receiving it.

Truancy.—The committee feel it to be a duty to call attention again to this subject. A code of laws relating to truancy was adopted and approved during the past year, and two officers were chosen by the town for the purpose of enforcing its requirements. An effort to that end was made in several cases with, we think, some good results. Still, considerable remains to be done in this direction before the evil can be wholly removed. It is recommended that the town choose two such officers to serve during the ensuing year, in order to enforce the provisions of the law so far as may be found advisable.

But another and a kindred evil prevails among us to a shameful extent. The custom of leaving school before its close, and also tardiness, or coming in late, have become so general as to require correction. This practice is upheld and continued by the parents to such an extent that some decided measures will be required for its removal. The evils consequent upon it are evident at a glance. Scholars coming in after the recitations of their classes have commenced, and often after they have closed, or being dismissed from school at times equally injurious to their progress in the studies pursued, cannot be otherwise than highly detrimental to the whole school, especially to those more immediately concerned. The committee, at the commencement of the last school-year, required the teachers to preserve the notes from parents requesting dismissal, or excusing tardiness, in order to form some idea of the extent of the evil. The accumulation of such evidence in the multitudinous piles of papers, was painful to behold. In view of this state of things, two courses suggest themselves as remedies: to order the teachers to reject all communications of that kind, or for the parents to forbear furnishing them to their children unless absolutely necessary. If the latter course is pursued, a great improvement in this direction may be reasonably anticipated.

Children are endowed by their Creator with certain inalienable rights, among which is the proper training of the mind with reference to future happiness. Should a parent squander a legacy, left in trust for his child, such act would receive the merited condemnation of the community. Far worse is it to deprive a child, either by connivance or positive command, of the opportunity of receiving the instruction and discipline afforded by the school, and generously provided at the public expense.

School Committee.—EDWIN MAYBERRY, JOHN PIERCE, FREDERICK P. FELLOWS.

GOSNOLD.

The physical features of our township exclude several children almost wholly from our Public School appropriation, unless at the expense of boarding away from home.

The township is composed of several islands, too remote from each other to enable the children of more than one island to attend the same school and board at home.

Of the nineteen children between the ages of five and fifteen on the first of May, 1865, twelve were living on Cuttyhunk, four on Nashawena, two on Pune, and the remaining one on Naushon.

The only Public School that has yet been organized, has been located on the island of Cuttyhunk. The school was in session only five and a half months during the present school year, 1865-6, including both the summer and fall term, a period of time less than was designed by the committee.

We would suggest, that henceforth there be a proportion of the school appropriation made to those families who cannot send their children to a school without the expense of boarding them from home, from its being impracticable to organize a school within the district or on the island where said families live, when such families have faithfully attended to the instruction of said children at their own firesides, or when they have schooled them away from home.

School Committee.—B. B. CHURCH, F. S. ALLEN.

NANTUCKET COUNTY.

NANTUCKET.

Education is not merely the amount of facts with which the mind is stored from day to day,—although the importance of the acquisition of knowledge should not by any means be overlooked,—but the term education, in its broadest sense, is the combination of moral, intellectual and physical culture; it is the development of the noblest faculties of the soul, and the cultivation of true excellence of character; it is to establish principles in the heart that will lead to the practice of goodness and virtue, and a preparation for the faithful and conscientious discharge of every duty of life. We have competent and devoted teachers in our midst, who, fully realizing the weight of responsibility that rests upon them, and that a sacred trust is committed to their care, are earnestly striving to instil into the minds of the pupils under their charge, principles of honor, integrity and truth. But can they accomplish this without the co-operation of the parents? Do parents fully realize the power of home influence, and how it tells upon the heart of the child for good or for evil? If the child is

continually hearing unjust remarks concerning the teacher, or questionings as to his or her right to exact obedience on certain points, is that child prepared to go to school and cheerfully and promptly perform the duties there required? Is it not such who cause the greatest amount of trouble and anxiety? And is not such a course disheartening to the teacher and ruinous to the child? We do not forget that there are very many parents who rightly understand their duty to their children, and are conscientiously endeavoring to promote their moral and intellectual advancement, and it is to such that teachers look for sympathy and encouragement. We are well aware that this is a threadbare subject, but we think its importance cannot be overestimated, and that parents, remembering "how much of the moral power which gives enduring form to character is lost for want of combined effort," should strive by every means in their power, to make home influence noble, true and good. Parents are not sensible how much they can assist the teacher by frequently visiting the schools. Scholars are inspired with new zeal and activity by the interest you evince in their progress, and teachers are cheered and encouraged by your presence.

School Committee.—JOSEPH MITCHELL, 2d, CHARLES P. SWAIN, REUBEN P. FOLGER, AVERY T. ALLEN, JOSEPH MARSHALL, SAMUEL D. HOSMER, PHILIP MACY, ANDREW G. HUSSEY, HENRY COLESWORTHY.

AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES OF THE SEVERAL TOWNS AND CITIES IN THE COMMONWEALTH, FOR THE SCHOOL YEAR 1865-6.

SUFFOLK COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.		No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1865.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Schools.	
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	SUMMER.					WINTER.		Males.	Fem.		
							Males.	Fem.				Males.	Fem.				
Boston, . . .	192,324	\$378,303,357	280	27,128	27,204	25,093	25,809	—	1,522	34,902	56	526	59	527	67	565	
Chelsea, . . .	14,403	7,706,745	42	3,025	3,019	2,590	2,519	4	215	3,264	2	53	2	53	2	53	
North Chelsea, . . .	858	860,359	4	170	170	136	125	—	5	168	1	3	1	3	1	3	
Winthrop, . . .	634	406,239	3	108	121	82	101	3	3	131	1	3	1	2	1	3	
Totals, . . .	208,219	\$387,276,700	329	30,431	30,514	27,901	28,054	7	1,745	38,465	60	585	63	585	71	624	

ESSEX COUNTY.

Amesbury, . . .	4,210	\$1,677,632	20	763	755	636	597	12	82	819	3	17	4	16	5	20
Andover, . . .	5,309	2,702,426	20	997	772	740	671	69	58	1,039	1	21	2	20	2	25
Beverly, . . .	5,944	3,359,216	20	1,119	1,084	857	888	27	55	1,132	3	22	6	16	6	23
Boxford, . . .	868	631,942	7	188	216	149	180	12	45	193	—	7	3	4	3	8
Bradford, . . .	1,567	832,083	4	257	224	194	175	11	22	323	1	4	2	3	3	6
Danvers, . . .	5,144	2,237,630	17	1,065	1,072	894	854	25	83	1,146	3	19	7	15	8	21
Essex, . . .	1,630	912,417	9	299	354	230	294	37	38	342	—	9	2	8	2	10
Georgetown, . . .	1,926	760,473	10	403	381	336	314	8	40	410	1	9	1	9	1	12
Gloucester, . . .	11,938	4,505,390	31	2,531	2,514	1,955	2,084	—	286	2,349	2	50	10	46	11	56
Groveland, . . .	1,620	666,119	5	300	269	197	186	20	21	315	—	5	1	4	1	7
Hamilton, . . .	800	481,423	4	125	127	94	106	6	17	170	—	4	1	4	1	6
Haverhill, . . .	10,660	4,488,107	37	1,778	1,771	1,445	1,414	—	46	2,008	4	37	12	29	12	45

SCHOOL RETURNS.

iii

Ipswich,	3,311	\$1,556,491	13	602	594	578	577	14	46	687	2	12	4	10	4	13
Lawrence,	21,733	11,240,191	42	2,642	2,433	1,990	1,944	4	128	3,613	5	48	4	49	7	54
Lynn,	20,800	10,053,309	41	4,089	3,930	3,036	2,843	6	151	4,369	5	56	6	53	7	65
Lynnfield,	725	604,617	3	180	151	131	118	1	17	131	-	4	1	3	1	5
Manchester,	1,643	766,383	8	334	334	267	267	2	25	377	-	7	1	7	2	9
Marblehead,	7,330	2,131,268	18	1,327	1,293	1,207	1,185	-	69	1,452	2	21	2	21	6	24
Methuen,	2,575	1,292,951	12	492	440	342	358	11	66	485	1	11	5	7	5	12
Middleton,	922	392,445	4	191	196	148	162	16	12	208	-	5	2	3	2	6
Nahant,	313	517,194	2	71	75	63	65	-	5	71	1	1	1	1	1	2
Newbury,	1,363	767,849	9	235	246	181	195	9	20	278	-	8	2	7	2	9
Newburyport,	12,980	7,659,960	36	2,171	2,155	1,756	1,719	-	100	2,994	7	41	7	41	9	47
North Andover,	2,622	1,830,829	10	373	393	295	341	1	44	498	1	9	4	6	4	9
Rockport,	3,367	1,279,717	9	655	663	540	562	1	192	667	-	13	3	11	3	17
Rowley,	1,196	511,171	6	232	234	180	190	8	35	270	1	5	1	6	1	6
Salem,	21,197	10,192,359	51	2,828	3,220	2,130	2,357	-	72	3,921	7	55	7	55	10	57
Salisbury,	3,609	1,680,089	14	639	620	475	461	46	60	751	2	12	7	7	7	11
Saugus,	2,006	1,300,074	9	390	356	306	294	2	24	429	5	9	-	9	-	12
South Danvers,	6,050	3,819,766	18	1,147	1,169	935	930	8	80	1,483	5	19	5	20	6	21
Swampscott,	1,619	1,449,859	6	278	314	235	263	-	34	291	1	5	1	5	1	9
Topsfield,	1,212	687,610	5	188	210	137	162	12	23	227	-	5	-	5	-	6
Wenham,	915	463,558	5	186	206	153	176	15	29	209	-	5	-	5	-	9
West Newbury,	2,088	940,919	11	440	423	363	338	25	33	461	-	11	-	11	-	16
Totals,	171,192	\$90,393,467	516	29,465	29,214	23,175	23,270	408	2,058	34,118	59	566	114	526	133	658

BOARD OF EDUCATION.

SUFFOLK COUNTY—CONTINUED.

TOWNS.	AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.				Average length as re- turned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Fe- male Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of dres and school- rooms, for the school- year 1865-6.	Amount of board, fuel, &c. voluntarily con- tributed for Public Schools.	Expense of Superin- tendence and print- ing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, ap- propriated to Schools, that may be so appro- priated or not.
	Summer.		Winter.										
	Mos.	Days.	Mos.	Days.									
Boston, . . .	1,329.09		1,728.13		3,058.02	10.17	\$186 80	\$61 52	\$459,365 29	-	\$7,000 00	\$492 15	-
Chelsea, . . .	267.15		267.15		535 10	10.10	166 67	37 75	33,000 00	-	1,060 50	-	-
North Chelsea, . . .	21		21		42	10.10	72 00	28 56	1,854 00	-	38 00	-	-
Winthrop, . . .	19.10		9.06		28.16	9.12	70 00	28 66	1,200 00	-	27 00	-	-
Totals, . . .	4.19		6.04		11.03	-	\$123 87	\$39 12	\$495,419 29	-	\$8,625 50	\$492 15	-

ESSEX COUNTY—CONTINUED.

Amesbury, . . .	64.18		69.08		134.06	6.11	\$55 18	\$22 67	\$4,000 00	\$380 00	\$207 00	-	-
Andover, . . .	90.02		59.12		149.14	7.10	40 00	26 85	4,500 00	-	175 00	\$6,500 00	-
Beverly, . . .	91.09		70.05		161.14	8.02	65 83	23 57	7,500 00	360 00	321 00	-	-
Boxford, . . .	23.13		19.09		43.02	6.03	38 33	21 55	900 00	-	109 33	175 30	\$65 98
Bradford, . . .	17		17.05		34.05	8.11	58 50	24 82	2,000 00	-	78 00	-	-
Danvers, . . .	75.14		69.03		144.17	7.19	59 64	23 52	6,300 00	-	250 00	-	300 00
Essex, . . .	36		37.14		73.14	8.04	65 00	21 33	2,000 00	70 00	151 50	-	-
Georgetown, . . .	49.17		29.18		79.15	7.04	75 00	23 33	2,550 00	-	158 00	-	-
Gloucester, . . .	150.12		150.13		301.05	10.05	88 51	20 72	14,950 00	-	548 50	-	-
Groveland, . . .	18.05		18.00		36.05	7.03	49 00	25 77	907 50	-	64 65	-	-
Hamilton, . . .	12		11.10		23.10	5.15	40 00	24 28	800 00	-	37 00	-	-
Haverhill, . . .	162.10		166.05		328.15	8.18	76 24	32 08	12,000 00	-	564 00	-	521 18

SCHOOL RETURNS.

V

Ipswich,	63.02	42.01	105.03	10	\$48 00	\$27 00	\$3,100 00	-	\$128 00	\$5,000 00	\$300 00	-
Lawrence,	190.10	231	430.10	10.05	114 63	41 61	28,241 83	-	508 00	-	-	-
Lynn,	194	216	410	10	112 40	33 29	30,687 42	-	694 04	-	-	-
Lynnfield,	17.05	9.10	26.15	9	42 00	25 60	800 00	\$10 00	65 00	-	-	-
Manchester,	35.13	35.12	71.05	8.18	63 50	21 25	2,040 00	-	200 00	-	-	-
Marblehead,	108	151.01	259.01	10.10	62 50	29 44	8,000 00	-	80 00	5,350 00	419 00	-
Methuen,	57.13	40.04	97.17	8.03	57 31	23 38	3,500 00	-	174 50	-	-	-
Middleton,	17	12.16	29.16	7.09	45 00	20 33	900 00	-	52 00	-	-	-
Nahant,	10.10	12	22.10	11.05	58 06	38 70	1,400 00	-	71 00	-	-	-
Newbury,	33.15	29	62.15	8.05	36 50	19 25	1,300 00	-	70 00	16,000 00	800 00	-
Newburyport,	166	194	360	10	92 86	30 50	20,856 29	-	400 00	65,000 00	3,500 00	-
North Andover,	57.10	32.15	90.05	9.05	50 75	24 69	3,000 00	-	271 00	700 00	38 00	\$98 00
Rockport,	39.02	39.03	78.05	8.14	46 33	24 85	3,400 00	-	252 60	-	-	-
Rowley,	24.12	16.10	41.02	6.17	75 00	20 50	1,200 00	51 00	77 00	-	-	-
Salem,	306	255	561	11	111 16	34 74	35,218 82	-	60 00	4,000 00	200 00	-
Salisbury,	57.08	56.17	114.05	8.04	48 56	20 33	3,500 00	-	125 00	-	-	-
Saugus,	45	45	90	10	-	28 81	3,205 96	-	127 00	-	-	-
South Danvers,	91.12	91.13	183.05	10.03	89 88	27 12	10,708 00	-	540 00	2,000 00	120 00	335 17
Swampscott,	28.10	36	64.10	10.15	83 33	22 50	3,000 00	-	125 75	-	-	-
Topsfield,	22.10	18.15	41.05	8.05	-	22 00	1,000 00	-	50 00	-	-	-
Wenham,	18.10	15.10	34	6.16	-	24 80	1,000 00	-	12 00	-	-	-
West Newbury,	33.10	38.05	71.15	6.06	-	25 66	2,014 41	-	89 75	-	-	-
Totals,	4.14	4.10	9.04	-	\$64 97	\$25 79	\$226,480 23	\$871 00	\$6,836 67	\$221,735 15	\$12,052 30	\$1,320 33

MIDDLESEX COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.				No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.		Persons over 15 years of age who attend the Public Schools.		No. in the State be- tween 5 and 15 years of age May 1, 1865.		NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Schools.	
			In Sum'r.		In Winter.		In Sum'r.	In Winter.	Males.	Fem.	Males.	Fem.	Males.	Fem.	Males.	Fem.	Males.	Fem.				
			In Winter.		In Summer.														Males.	Fem.	Males.	Fem.
Acton,	1,660	\$854,719	11	351	407	315	855	16	74	386	11	1	10	1	1	1	10	1	19			
Ashby,	1,080	508,393	10	215	269	181	226	15	71	165	1	1	10	1	1	1	10	1	12			
Ashland,	1,702	632,632	9	299	195	241	167	11	16	346	—	9	7	—	—	—	7	—	11			
Bedford,	820	489,123	6	153	158	123	131	5	20	158	—	6	—	—	—	—	6	—	8			
Belmont,	1,278	3,521,429	7	201	240	188	188	3	24	250	—	6	6	—	—	—	6	—	8			
Billerica,	1,808	1,086,563	11	303	329	251	248	16	14	330	—	11	—	—	—	—	11	—	16			
Boxborough,	454	238,592	4	97	104	86	93	9	22	107	—	4	—	—	—	—	4	—	6			
Brighton,	3,859	3,812,694	12	874	789	644	635	5	71	751	—	14	3	15	4	—	15	—	16			
Burlington,	594	408,136	5	112	92	84	74	5	8	104	—	4	1	4	—	—	4	—	6			
Cambridge,	29,114	25,897,971	30	6,315	6,134	4,630	4,652	—	479	6,999	—	97	11	98	11	97	11	12	112			
Carlisle,	629	354,122	5	122	143	102	117	6	23	129	—	5	1	4	—	5	1	1	8			
Charlestown,	26,398	18,292,544	41	5,934	6,025	4,120	4,200	2	178	4,951	—	9	85	10	88	9	10	4	110			
Chelmsford,	2,296	1,546,508	12	405	471	318	385	25	92	491	—	10	4	8	—	10	4	4	14			
Concord,	2,231	1,658,881	12	386	419	334	325	7	48	413	—	11	1	11	1	11	1	1	17			
Dracut,	1,905	1,109,304	11	361	403	286	306	22	73	279	—	11	2	9	—	11	2	2	19			
Dunstable,	533	391,146	6	91	85	110	73	8	24	90	—	5	1	4	—	5	1	1	7			
Frammingham,	4,681	2,799,308	18	817	813	717	705	42	104	900	—	2	18	2	18	2	18	3	23			
Groton,	3,176	1,553,920	17	571	787	455	705	14	96	657	—	1	15	4	15	1	15	5	22			
Holliston,	3,125	1,502,682	16	687	700	558	583	58	112	671	—	1	15	1	15	1	15	2	19			
Hopkinton,	4,140	1,595,257	19	922	898	806	751	24	52	1,001	—	1	18	3	16	1	18	3	26			
Lexington,	2,223	1,747,459	10	449	408	332	339	2	49	418	—	2	9	3	8	2	9	4	11			
Lincoln,	710	606,833	4	139	130	109	102	3	14	145	—	4	4	—	4	4	4	—	8			
Littleton,	967	632,380	7	209	232	176	205	19	48	209	—	7	—	—	—	7	—	3	9			

SCHOOL RETURNS.

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Lowell, . . .	31,004	\$20,980,041	55	6,877	7,048	4,053	4,123	9	523	5,125	12	82	12	82	12	82	13	104
Malden, . . .	6,871	4,040,431	23	1,656	1,514	1,168	1,160	7	67	1,537	4	23	4	23	4	23	4	23
Marlborough, . . .	7,209	2,530,622	25	1,301	1,229	1,049	999	26	125	1,623	4	22	8	18	10	18	10	28
Medford, . . .	4,860	5,491,054	16	1,131	1,131	1,049	899	-	84	1,161	3	17	3	17	3	17	4	21
Melrose, . . .	2,866	1,704,583	10	563	541	489	471	-	25	611	1	11	1	11	1	11	2	14
Natick, . . .	5,220	1,841,121	9	1,080	971	892	794	6	84	1,135	1	24	1	21	1	21	1	29
Newton, . . .	8,978	9,800,738	30	1,795	1,862	1,480	1,587	-	144	1,978	9	34	9	32	13	32	13	41
North Reading, . . .	991	577,389	5	197	189	133	154	10	12	222	-	5	1	4	1	4	1	5
Pepperell, . . .	1,709	924,405	11	387	392	312	338	14	119	334	7	11	4	7	4	7	4	16
Reading, . . .	2,436	1,293,056	12	536	508	463	430	16	54	510	1	12	1	12	1	12	2	13
Sherborn, . . .	1,049	869,539	8	231	232	185	195	15	40	210	1	9	-	8	1	8	1	12
Shirley, . . .	1,217	676,275	9	231	232	203	216	16	46	243	3	9	6	3	3	3	3	13
Somerville, . . .	9,366	5,683,244	29	1,932	2,137	1,534	1,616	17	90	1,938	5	32	5	32	5	32	5	38
South Reading, . . .	3,245	1,778,786	12	658	570	500	474	26	59	697	1	12	1	12	1	12	1	13
Stoneham, . . .	3,299	1,333,637	11	674	538	529	429	13	34	573	1	11	1	11	1	11	2	18
Stow, . . .	1,537	764,278	7	307	346	241	274	22	52	300	-	7	2	6	2	6	2	10
Sudbury, . . .	1,703	1,052,778	7	337	304	243	240	17	62	250	-	6	-	7	-	7	-	12
Tewksbury, . . .	1,801	747,624	7	220	229	188	184	10	26	264	-	7	-	14	2	12	2	21
Townsend, . . .	2,056	737,352	14	367	443	304	376	9	62	379	-	14	2	12	2	12	2	9
Tyngsborough, . . .	624	348,137	8	142	128	115	101	30	14	102	1	7	1	7	1	7	2	9
Waltham, . . .	6,897	5,552,109	21	1,235	1,255	1,055	1,075	32	69	1,365	2	22	2	23	2	23	2	28
Watertown, . . .	3,779	2,757,957	13	721	687	582	562	-	35	708	3	10	3	10	3	10	3	11
Wayland, . . .	1,138	658,073	7	219	205	197	177	1	13	239	-	7	-	7	-	7	-	12
W. Cambridge, . . .	2,760	2,833,684	11	528	533	444	465	-	35	545	3	9	3	9	3	9	3	11
Westford, . . .	1,568	998,438	10	268	312	221	264	31	34	285	-	10	3	7	3	7	3	16
Weston, . . .	1,231	1,103,274	7	214	222	182	188	5	32	236	1	6	-	8	-	8	1	11
Wilmington, . . .	850	563,181	5	180	171	138	135	7	20	190	-	5	-	5	-	5	-	5
Winchester, . . .	1,969	1,455,772	11	427	404	361	346	1	48	481	2	10	2	11	2	11	2	13
Woburn, . . .	7,002	4,986,549	23	1,439	1,315	1,236	1,158	13	116	1,504	2	25	2	25	2	25	2	30
Totals, . . .	220,618	\$155,324,723	699	45,906	45,869	34,562	34,995	670	3,836	44,695	89	843	130	812	148	812	148	1,103

BOARD OF EDUCATION.

MIDDLESEX COUNTY—CONTINUED.

TOWNS.	AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.				Average length as re- turned.		Average wages of Male Teachers per month, including the value of board.		Average wages of Fe- male Teachers per month, including the value of board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school- year 1895-6.		Amount of board, fuel, etc., voluntarily con- tributed for Public Schools.		Expense of Superin- tendence and print- ing School Reports.		Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.		Income from same.		Income of Funds, as of Surplus Revenues, ap- propriated to Schools, that may be so appro- priated or not.
	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.																		
Acton,	45.05	32.10	77.15		7.10	\$50 00	\$23 18	\$2,000 00			\$95 00				\$21,000 00						
Asby,	26	29.15	55.15		5.11	55 00	20 80	1,300 00		\$40 00	87 00										
Asland,	34.05	26	60.05		7.10	-	25 25	1,900 00			65 00										
Bedford,	27	17.15	44.15		7.09	-	24 50	1,200 00			70 00										
Belmont,	19.05	50.15	70		10.10	95 24	34 13	3,400 00			210 00										
BillERICA,	34	37.01	71.01		6.02	-	20 95	1,800 00			118 00				\$21,000 00				\$1,260 00		
Boxborough,	11.05	10.10	21.15		5.10	-	21 00	500 00		15 00	24 00										
Brighton,	66	66	132		11	100 00	30 13	10,558 13			412 00										
Burlington,	24	9.10	33.10		7.18	65 00	20 00	800 00			-										
Cambridge,	147.18	153	300.18		10.04	160 03	44 69	71,984 61			1,018 00				8,000 00				860 50		
Carlisle,	11.10	12	23.10		4.10	28 00	22 11	556 33			46 50				500 00				30 00		
Charlestown,	186.11	252.03	438.14		10.14	140 00	40 34	53,486 84			190 00				5,600 00				336 00		
Chelmsford,	34.03	43.19	78.02		6.10	43 62	24 05	2,500 00			125 00				-				-		
Concord,	56.10	56.10	113		9.08	82 05	28 73	4,200 00			110 00				1,581 59				77 86		
Dracut,	35	34.02	69.02		6.11	46 50	24 67	2,100 00			212 00				-				-		
Dunstable,	10.05	11.08	21.13		3.13	28 00	22 23	500 00		27 00	41 50				-				-		
Framingham,	50	103	153		8.10	90 00	26 00	6,500 00		70 00	400 00				4,259 00				255 54		
Groton,	38.08	56.03	94.11		6.10	39 40	26 00	3,500 00			191 30				68,000 00				3,000 00		
Holliston,	58.08	59.04	117.12		7.07	90 00	27 00	4,400 00			308 45				-				-		
Hopkinton,	65	65	130		7	63 00	25 25	4,100 00			161 99				5,000 00				300 00		
Lexington,	66.09	32.19	99.08		9.19	72 50	21 37	4,200 00		70 00	190 00				-				-		
Lincoln,	20.10	14.10	35		8.05	-	30 00	1,000 00			29 00				1,209 20				145 91		
Littleton,	21.18	21.03	43.01		6.03	40 00	23 98	1,300 00			91 00				-				-		

SCHOOL RETURNS.

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Lowell, . . .	278.05	282.05	500.10	10.04	\$120 91	\$35 77	\$50,000 00	-	\$2,086 56	-	-	-
Malden, . . .	103.10	138	241.10	10.10	110 00	35 87	14,000 00	-	566 98	-	-	-
Marlborough, . . .	107.01	107.01	214.02	8.11	59 48	31 50	9,700 00	\$20 50	440 27	\$2,400 00	\$144 00	-
Medford, . . .	74.08	94.08	108.16	10.16	92 59	35 81	11,211 78	-	300 00	-	-	-
Melrose, . . .	50.10	50	100.10	10.05	83 83	31 90	5,594 77	-	255 00	-	-	-
Natick, . . .	81	88.13	169.13	8.19	100 00	25 52	6,000 00	27 00	220 75	-	-	-
Newton, . . .	172	142	314	10.05	133 17	39 02	26,408 09	-	1,096 10	-	-	-
North Reading, . . .	19.13	16.14	36.07	7.08	52 00	22 00	850 00	18 00	70 00	-	-	-
Pepperell, . . .	32.06	27.01	59.07	5.08	42 68	21 27	1,400 00	-	80 00	-	-	-
Reading, . . .	60	43.18	103.18	8.15	95 00	26 73	4,000 00	85 00	269 00	-	-	-
Sherborn, . . .	31.17	20.08	52.05	8.02	70 00	21 63	1,200 00	20 00	111 49	5,000 00	300 00	-
Shirley, . . .	31.12	33.03	64.15	7.01	33 86	22 86	1,800 00	-	129 00	6,000 00	360 00	-
Somerville, . . .	130.10	181.05	311.15	10.15	122 79	39 70	24,800 00	-	600 00	-	-	-
South Reading, . . .	58.15	58.05	117	10	85 71	27 50	5,000 00	30 00	208 00	-	-	-
Stoneham, . . .	49.13	49.10	99.03	9.03	100 00	29 00	4,200 00	-	250 00	-	-	-
Stow, . . .	19.10	21	40.10	5.15	40 00	28 71	1,300 00	90 00	111 70	-	-	-
Sudbury, . . .	29.08	20.13	50.01	7.17	-	24 44	1,500 00	-	117 49	376 50	22 59	-
Tewksbury, . . .	26	27.08	53.08	7.13	-	21 50	1,200 00	46 00	123 75	-	-	-
Townsend, . . .	30.11	38.07	68.18	5.04	52 50	23 60	2,000 00	56 00	128 00	-	-	-
Tyngsborough, . . .	20.02	17.08	37.10	4.10	46 17	27 12	700 00	12 00	52 68	654 00	111 11	-
Waltham, . . .	97.10	115.10	213	10.10	114 29	32 70	10,696 45	-	313 75	-	-	-
Watertown, . . .	62.04	65.13	127.17	9.15	133 33	43 07	9,275 50	-	190 00	-	-	-
Wayland, . . .	27.05	23.15	51	7.06	-	25 15	1,350 00	42 00	125 25	200 00	12 00	-
W. Cambridge, . . .	55	55	110	10	116 66	37 26	7,510 00	210 00	206 00	5,354 00	321 24	-
Westford, . . .	26.10	30	56.10	5.13	38 00	22 11	1,400 00	70 00	125 00	16,000 00	900 00	-
Weston, . . .	32	32	64	9.02	60 00	25 64	2,000 00	-	120 00	-	-	-
Wilmington, . . .	17.05	15.10	32.15	6.11	-	21 40	750 00	-	53 60	-	-	-
Winchester, . . .	50	49.10	99.10	9.01	83 76	25 33	4,300 00	-	-	-	-	-
Woburn, . . .	78.13	65	143.13	8.12	136 24	32 90	9,500 00	500 00	421 55	16,000 00	960 00	-
Totals, . . .	4.04	4.09	8.13	-	\$79 32	\$27 76	\$403,432 50	\$1,448 50	\$12,967 66	\$168,134 29	\$9,396 75	-

MIDDLESEX COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCRP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund received in 1865—how appropriated.		
	Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	Number.	Av'ge No. of Scholars.		Aggregate p'd for Tuition.	
			Mos.	Days.									
Acton, .	1	Taxation, .	—	4.10	\$234 00	1	—	—	2	55	\$175 00	\$132 90	Schools.
Ashby, .	1	—	—	—	—	1	—	—	1	—	—	99 75	"
Ashland, .	1	—	—	—	—	1	—	—	1	—	—	126 90	"
Bedford, .	1	—	—	—	—	1	—	—	1	8	100 00	98 70	"
Belmont, .	1	Taxation, .	—	10.10	1,000 00	1	—	—	2	20	1,500 00	112 50	"
Billerica, .	1	—	—	—	—	1	50	\$300 00	1	—	—	124 50	"
Boxborough, .	1	—	—	—	—	1	—	—	1	—	—	91 05	"
Brighton, .	1	Taxation, .	—	11	1,300 00	1	—	—	1	—	—	187 65	Town Treas.
Burlington, .	1	—	—	—	—	1	—	—	21	424	19,606 00	90 60	Schools.
Cambridge, .	1	Taxation, .	—	10	2,075 00	1	—	—	—	—	—	1,124 85	City Treas.
Carlisle, .	1	—	—	—	—	1	—	—	5	113	3,400 00	94 85	Schools.
Charlestown, .	1	Taxation, .	—	10	2,000 00	1	—	—	1	40	150 00	817 65	"
Chelmsford, .	1	—	—	—	—	1	—	—	1	20	800 00	148 65	"
Concord, .	1	Taxation, .	—	10	800 00	1	—	—	1	20	800 00	136 95	"
Dracut, .	1	—	—	—	—	1	—	—	2	45	125 00	116 85	"
Dunstable, .	1	Taxation, .	—	2.10	90 00	1	—	—	1	—	—	88 50	"
Framingham, .	2	"	—	*10	*900 00	1	60	1,300 00	1	10	400 00	210 00	"
Groton, .	1	"	—	10	530 00	1	—	—	1	—	—	173 55	"
Holliston, .	1	"	—	10	900 00	1	—	—	5	200	185 00	175 65	"
Hopkinton, .	1	"	—	10	1,200 00	1	—	—	1	100	15,000 00	225 15	"
Lexington, .	1	"	—	10	870 00	1	—	—	1	100	15,000 00	137 70	"
Lincoln, .	1	"	—	8	350 00	1	—	—	1	—	—	96 75	"
Littleton, .	1	—	—	—	—	1	—	—	3	67	81 00	106 35	"

SCHOOL RETURNS.

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	1	Taxation,	10.02	\$1,700 00	-	-	-	8	500	\$4,000 00	\$843 75	Schools,
Lowell, . . .	1	Taxation, .	10.10	1,250 00	-	-	-	1	15	300 00	275 00	"
Malden, . . .	1	" . . .	10	1,000 00	-	-	-	5	125	500 00	318 45	"
Marlborough, . . .	1	" . . .	10.16	1,200 00	-	-	-	2	35	650 00	249 15	"
Medford, . . .	1	" . . .	10	1,000 00	-	-	-	1	22	350 00	166 65	"
Melrose, . . .	1	" . . .	10	1,000 00	-	-	-	-	-	-	245 25	"
Natick, . . .	1	" . . .	10.05	1,800 00	2	222	\$16,964 00	4	55	1,476 00	371 70	"
Newton, . . .	1	" . . .	-	-	-	-	-	-	-	-	108 30	"
North Reading, . . .	1	Taxation, .	8	600 00	-	-	-	4	80	100 00	125 10	"
Pepperell, . . .	1	" . . .	10	1,000 00	-	-	-	3	20	100 00	151 50	"
Reading, . . .	1	Not by tax, .	3	210 00	-	-	-	-	-	-	106 50	"
Sherborn, . . .	1	" . . .	-	-	-	-	-	-	-	-	111 45	"
Shirley, . . .	1	Taxation, .	10.15	1,800 00	-	-	-	1	15	300 00	365 70	"
Somerville, . . .	1	" . . .	10.10	900 00	-	-	-	-	-	-	179 55	"
South Reading, . . .	1	" . . .	10	1,000 00	-	-	-	-	-	-	160 95	"
Stoneham, . . .	1	" . . .	-	-	-	-	-	3	96	160 00	120 00	"
Stow, . . .	-	-	-	-	-	-	-	1	30	200 00	112 50	"
Sudbury, . . .	-	-	-	-	-	-	-	-	-	-	114 60	"
Tewksbury, . . .	-	-	-	-	-	-	-	1	30	150 00	131 85	"
Townsend, . . .	-	-	-	-	-	-	-	-	-	-	90 30	"
Tyngsborough, . . .	-	-	-	-	-	-	-	-	-	-	279 75	"
Waltham, . . .	1	Taxation, .	10.10	1,200 00	1	85	5,000 00	5	89	1,846 00	181 20	"
Watertown, . . .	1	" . . .	10	1,500 00	-	-	-	1	15	270 00	110 85	"
Wayland, . . .	-	-	-	-	-	-	-	-	-	-	156 75	"
W. Cambridge, . . .	1	Taxation, .	10	1,500 00	-	-	-	2	30	800 00	117 75	"
Westford, . . .	-	-	-	-	1	33	500 00	-	-	-	110 40	"
Weston, . . .	1	Taxation, .	10	400 00	-	-	-	-	-	-	103 50	"
Wilmington, . . .	-	-	-	-	-	-	-	-	-	-	147 15	"
Winchester, . . .	1	Taxation, .	10	1,000 00	-	-	-	1	13	780 00	300 60	"
Woburn, . . .	1	" . . .	10	1,700 00	1	40	900 00	2	65	650 00	-	"
Totals, . . .	33		-	\$33,909 00	7	490	\$24,964 00	90	2,337	\$54,154 00	\$10,573 70	

* Average.

BOARD OF EDUCATION.

WORCESTER COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.		No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.		Persons over 15 years of age who attend the Public Schools.		No. in the State be- tween 5 and 15 years of age May 1, 1865.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Schools.	
			14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	Persons over 15 years of age who attend the Public Schools.	Persons under 5 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1865.	Males.	Fem.	Males.	Fem.	Males.	Fem.
Ashburnham,	2,153	\$789,081	402	457	338	413	18	90	454	14	5	9	4	19	16	12	12	12	12
Athol,	2,813	1,085,516	538	545	469	480	12	92	592	14	8	10	4	16	12	12	12	12	12
Athol,	959	503,928	230	214	176	176	16	42	211	1	1	5	1	1	1	1	1	1	1
Barre,	2,856	1,797,762	540	536	429	450	15	66	498	1	19	6	1	7	24	24	24	24	24
Berlin,	1,062	401,831	186	214	160	183	15	45	207	5	5	4	1	7	7	7	7	7	7
Blackstone,	4,857	1,993,024	860	762	632	517	36	90	1,142	2	27	12	2	21	21	21	21	21	21
Bolton,	1,504	636,514	278	306	231	264	10	34	325	1	9	3	1	10	10	10	10	10	10
Boylston,	792	467,551	133	161	111	144	12	41	153	6	1	5	1	1	1	1	1	1	1
Brookfield,	2,106	973,359	379	442	327	375	9	65	384	1	11	4	1	14	14	14	14	14	14
Charlton,	1,925	909,729	415	433	309	357	40	84	374	1	13	7	6	13	13	13	13	13	13
Clinton,	4,021	2,017,299	922	676	518	525	—	—	897	1	10	1	10	11	11	11	11	11	11
Dana,	789	242,117	168	199	145	182	6	39	170	6	6	4	1	1	1	1	1	1	1
Douglas,	2,157	871,651	434	426	354	340	25	34	423	1	10	2	1	2	2	2	2	2	2
Dudley,	2,077	681,471	342	392	265	289	26	34	437	1	9	2	2	2	2	2	2	2	2
Fitchburg,	8,119	4,240,252	30	1,341	1,294	1,077	10	158	1,070	4	29	4	29	6	6	6	6	6	6
Gardner,	2,553	905,324	536	567	463	490	27	110	511	12	12	3	9	16	16	16	16	16	16
Grafton,	3,962	1,777,973	777	890	637	616	45	46	840	1	18	2	17	3	3	3	3	3	3
Hardwick,	1,968	1,099,438	316	324	263	271	13	50	299	3	16	3	9	5	5	5	5	5	5
Harvard,	1,353	932,514	268	312	235	266	18	69	273	1	10	3	8	3	3	3	3	3	3
Holden,	1,846	853,695	367	425	276	342	11	65	383	13	13	2	12	2	2	2	2	2	2
Hubbardston,	1,546	741,433	314	356	283	318	13	87	333	1	13	5	9	5	5	5	5	5	5
Lancaster,	1,767	1,004,802	282	273	227	223	10	37	270	12	12	3	8	3	3	3	3	3	3
Leicester,	2,528	1,615,868	485	483	391	379	16	37	543	1	12	3	10	3	3	3	3	3	3
Leominster,	3,318	1,933,122	751	694	553	633	6	122	609	1	20	5	12	5	5	5	5	5	5
Lunenburg,	1,167	731,560	194	242	164	196	16	71	176	9	9	7	7	2	2	2	2	2	2

SCHOOL RETURNS.

XV

Mendon, . . .	1,207	\$668,709	8	217	293	164	219	13	54	289	1	6	2	7	3	8
Milford, . . .	9,102	3,275,231	24	1,858	1,746	1,669	1,027	8	147	2,262	4	31	4	31	7	35
Millbury, . . .	3,780	1,392,456	21	661	852	526	647	12	135	887	1	16	4	17	4	19
New Braintree, . . .	752	553,719	6	161	168	130	142	9	48	149	-	7	-	6	-	9
Northbrook, . . .	1,623	1,034,978	6	303	306	253	263	6	36	271	-	7	3	3	3	9
Northbridge, . . .	2,642	898,385	14	550	541	460	441	9	24	599	2	12	2	12	2	13
North Brookfield, . . .	2,514	1,104,648	13	592	543	481	468	16	71	867	2	12	4	9	5	17
Oakham, . . .	925	318,003	8	180	210	156	184	12	44	204	-	7	2	6	2	9
Oxford, . . .	2,713	1,137,476	14	565	444	429	299	22	60	565	2	12	2	11	4	12
Paxton, . . .	626	297,237	6	129	167	107	136	8	35	127	-	5	1	5	1	8
Petersham, . . .	1,386	651,779	13	241	316	202	266	19	49	288	1	12	4	6	4	22
Phillipston, . . .	726	320,834	7	130	175	115	143	8	42	153	-	6	1	6	1	9
Princeton, . . .	1,238	778,666	10	234	262	190	227	5	45	244	-	10	1	9	1	17
Royalston, . . .	1,441	711,872	13	307	335	266	298	12	75	315	-	15	4	9	4	17
Rutland, . . .	1,011	523,646	10	206	245	186	210	8	47	236	-	10	-	10	-	15
Shrewsbury, . . .	1,571	1,026,968	8	263	266	227	228	9	42	315	-	9	1	6	1	13
Southborough, . . .	1,750	957,409	9	360	342	296	302	16	47	346	1	8	1	9	2	14
Southbridge, . . .	4,131	1,696,264	16	733	639	505	491	11	14	930	1	16	2	14	2	19
Spencer, . . .	3,026	1,363,465	15	669	709	543	599	17	36	615	1	14	4	11	3	16
Sterling, . . .	1,668	1,086,710	12	289	356	239	312	-	51	337	-	12	4	8	4	17
Sturbridge, . . .	1,993	864,875	15	396	391	322	312	22	37	417	-	14	1	14	1	19
Sutton, . . .	2,363	1,141,588	15	436	495	350	414	29	77	496	-	14	3	12	3	19
Templeton, . . .	2,390	979,116	14	482	549	428	475	16	144	450	1	14	6	11	6	13
Upton, . . .	2,017	736,082	12	335	384	266	329	19	53	355	-	10	2	10	3	14
Uxbridge, . . .	2,835	1,624,174	15	613	571	460	460	52	75	646	1	14	3	12	3	20
Warren, . . .	2,205	985,109	11	301	351	211	257	13	31	422	-	10	1	10	1	16
Webster, . . .	3,608	1,060,039	10	544	528	405	400	24	52	577	1	9	2	8	4	13
Westborough, . . .	3,141	800,922	13	598	522	467	423	17	65	576	1	13	4	10	4	15
West Boylston, . . .	2,293	679,389	8	449	438	382	357	24	48	514	-	9	1	7	1	15
West Brookfield, . . .	1,549	1,337,740	9	340	388	279	305	9	52	367	-	9	4	6	4	12
Westminster, . . .	1,639	731,267	14	324	429	318	390	19	145	337	-	13	4	5	5	19
Winchendon, . . .	2,802	1,160,952	13	494	564	421	456	17	111	584	1	11	1	11	2	18
Worcester, . . .	30,058	19,701,244	78	5,796	5,244	4,034	3,975	62	376	5,983	6	89	6	89	11	105
Totals, . . .	162,923	\$80,857,766	772	31,444	31,439	24,737	25,561	968	4,046	33,897	45	781	158	647	189	1,006

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

TOWNS.	AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including board, fuel, care of rooms, for the school-year 1895-6	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintending School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.
	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.									
Ashburnham,	30.02	31.15	61.17	4.08	\$47 08	\$23 92	\$1,700 00	\$14 00	\$132 11	-	-	-
Athol, .	43.10	43	86.10	6.08	59 25	20 13	3,100 00	-	156 75	-	-	-
Auburn, .	22.13	17.02	39.15	6.02	35 00	28 02	900 00	28 25	87 00	-	-	\$45 51
Barre, .	60.05	58.05	118.10	6	42 63	21 40	3,300 00	50 00	225 00	-	-	-
Berlin, .	15	14.05	29.05	5.17	50 00	28 34	800 00	60 00	40 00	2,020 00	\$121 20	-
Blackstone, .	39.10	42.10	82	7.11	43 00	26 00	4,500 00	380 00	200 07	-	-	-
Bolton, .	39.08	31.06	70.14	7.02	43 81	23 77	1,524 00	60 00	148 00	12,000 00	920 00	-
Boylston, .	14.17	19	33.17	6.15	51 00	19 87	750 00	20 00	75 00	-	-	-
Brookfield, .	33.09	37.08	70.17	5.18	49 40	21 81	2,500 00	-	-	-	-	-
Charlton, .	40	40.15	80.15	6.04	38 50	22 87	2,090 49	-	115 35	1,000 00	60 00	-
Clinton, .	66.07	31.18	98.05	9.16	106 67	32 26	5,573 70	-	201 10	-	-	-
Dana, .	16	14	30	5	37 73	23 87	700 00	60 00	54 00	-	-	-
Douglas, .	32.02	32.01	64.03	5.16	55 00	25 42	2,500 00	-	109 13	941 29	56 48	-
Dudley, .	30	33	63	7	26 00	21 87	1,400 00	125 00	84 50	2,000 00	-	-
Fitchburg, .	78.12	148.15	227.07	8.02	93 57	26 62	11,000 00	-	584 95	-	-	-
Gardner, .	31.02	31.17	62.19	5.05	52 00	25 50	2,000 00	-	138 00	1,000 00	50 00	-
Grafton, .	46.08	84.15	131.03	7.05	67 62	26 12	4,220 00	13 00	225 25	-	-	-
Hardwick, .	44.13	27.13	72.06	6.17	36 12	23 85	1,800 00	125 25	119 00	200 00	12 00	-
Harvard, .	32.01	34.11	66.12	6.13	40 00	25 73	1,875 00	-	100 00	-	-	-
Holden, .	39	39	78	6	52 50	24 12	1,954 47	-	100 00	3,366 66	202 00	-
Hubbardston, .	30.18	35	65.18	4.17	43 60	20 96	1,528 00	35 00	150 00	1,200 00	72 00	-
Lancaster, .	40.15	31.10	72.05	6.11	33 33	24 89	2,000 00	-	98 80	1,000 00	50 00	-
Leicester, .	41	64	105	8	56 11	29 22	4,000 00	-	257 03	25,000 00	1,500 00	-
Leominster, .	90.05	40.13	130.18	7.14	71 41	24 65	3,979 96	-	250 00	3,100 00	365 50	-
Lunenburg, .	27	27	54	6	45 00	26 00	1,648 00	40 00	134 75	-	-	-

SCHOOL RETURNS.

xvii

	18.07	25.16	44.03	6.06	\$47 50	\$23 41	\$1,200 00	-	\$58 00	-	\$137 51
Mendon, . .	83.10	85	168.10	7.06	76 00	27 13	10,000 00	-	436 60	-	-
Millford, . .	89.15	51.10	141.05	8.15	47 66	26 00	4,500 00	-	-	-	-
Millbury, . .	16	19.02	35.02	5.17	-	26 12	1,000 00	-	75 00	-	-
New Braintree, . .	20.03	16.05	36.08	6.01	49 33	26 20	1,200 00	\$125 00	120 00	-	-
Northborough, . .	35.15	63.18	99.13	7.02	58 00	24 87	4,000 00	-	45 00	-	-
Northbridge, . .	40.10	40.15	81.05	6.05	55 92	25 00	3,500 00	-	160 36	-	-
North Brookfield, . .	16	20.06	36.06	5.07	26 00	18 50	700 00	22 00	74 00	-	-
Oakham, . .	46	34	80	6	51 25	21 84	2,400 00	-	110 00	-	-
Oxford, . .	14.02	16.15	30.17	5.02	51 00	20 40	700 00	-	67 50	-	-
Paxton, . .	30.12	40.05	70.17	5.09	30 10	19 72	1,600 00	36 00	108 25	\$735 07	\$44 10
Petersham, . .	12.10	18.15	31.05	4.15	34 00	24 42	700 00	37 00	57 25	-	-
Phillipston, . .	29.10	29.18	59.08	5.18	30 00	19 59	1,250 00	21 00	94 21	-	-
Princeton, . .	35.04	36.17	72.01	5.10	41 11	21 75	1,200 00	48 50	90 25	580 45	-
Royalston, . .	20	21.10	41.10	4.03	-	23 40	975 00	-	115 00	-	-
Rutland, . .	25.01	22.11	47.12	6.08	36 00	26 06	1,400 00	18 00	124 25	-	-
Shrewsbury, . .	43.01	19.04	62.05	6.11	80 00	24 44	2,300 00	50 00	95 00	-	-
Southborough, . .	68.02	48.03	116.05	7.05	50 00	20 75	3,300 00	200 00	155 00	-	-
Southbridge, . .	42.04	44.10	86.14	5.16	47 75	21 56	2,850 00	-	250 21	436 66	26 20
Spencer, . .	31	33	64	5.03	42 01	23 29	1,800 00	75 00	68 00	-	79 95
Sterling, . .	42.02	45.13	87.15	6.01	25 00	20 42	1,600 00	70 00	110 00	-	-
Sturbridge, . .	36.18	41.13	78.11	5.08	35 00	25 47	2,000 00	18 00	148 50	93 02	-
Sutton, . .	35.05	37	72.05	5.03	49 00	24 23	2,500 00	-	189 63	-	-
Templeton, . .	30	36	66	6	48 17	24 30	2,058 25	74 00	107 00	-	-
Upton, . .	49.15	47	96.15	6.09	55 00	22 14	3,150 00	-	151 69	-	220 00
Uxbridge, . .	27.12	31.10	59.02	5.19	31 00	24 94	1,800 00	72 00	-	-	-
Warren, . .	31.09	38.05	69.14	6.14	60 00	25 04	2,850 00	-	180 00	-	-
Webster, . .	52	49	101	6.04	49 50	24 42	3,000 00	16 00	211 00	-	-
Westborough, . .	23	25.08	48.08	6.01	40 00	27 46	1,375 00	21 65	155 15	-	-
West Boylston, . .	25.18	31.17	57.15	6.08	41 75	23 89	2,000 00	-	75 50	-	-
West Brookfield, . .	29.05	29.05	58.10	4.10	41 80	23 22	1,500 00	47 54	110 00	-	-
Westminster, . .	33.09	35.03	68.12	5.10	66 36	27 15	2,500 00	-	232 68	-	-
Winchendon, . .	375	424	799	10.10	98 33	37 72	48,512 40	-	1,875 58	-	-
Worcester, . .											
Totals, . .	3.05	3.07	6.12	-	\$49 48	\$24 35	\$188,764 27	\$1,962 19	\$9,636 40	\$4,152 95	\$569 37

WORCESTER COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.			INCCORP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund received in 1866, according to No. chil- dren between 5 and 15 May 1, 1865.	Town's share of School Fund received in 1865 —how appropriated.	
	Number.	How supported.	LENGTH. Mos. Days.	Salary of Principal.	Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	Number.	Av'ge No. of Scholars.			Aggregate p'd for Tuition.
Asburnham,	1	Taxat'n in part,	—	—	—	—	—	9	75	\$110 00	\$143 10	Schools.
Athol, .	1	—	9.06	\$780 00	—	—	—	12	80	125 00	163 80	High School.
Auburn, .	—	—	—	—	—	—	—	—	—	—	106 65	Schools.
Barre, .	1	Taxation, .	9.05	700 00	—	—	—	1	—	—	149 70	"
Berlin, .	—	—	—	—	—	—	—	1	—	—	106 05	"
Blackstone, .	1	Taxation, .	10	900 00	—	—	—	1	17	42 00	246 30	"
Bolton, .	1	Funds, .	10.10	500 00	—	—	—	1	50	50 00	123 75	"
Boylston, .	—	—	—	—	—	—	—	1	30	40 00	97 95	"
Brookfield, .	—	—	—	—	—	—	—	2	60	90 80	119 34	"
Charlton, .	—	—	—	—	—	—	—	1	—	—	131 10	"
Clinton, .	1	Taxation, .	10	1,200 00	—	—	—	—	—	—	209 55	Town Treas.
Dana, .	—	—	—	—	—	—	—	—	—	—	100 50	Schools.
Douglas, .	—	—	—	—	—	—	—	—	—	—	138 45	"
Dudley, .	—	—	—	—	—	—	—	1	—	—	140 55	"
Fitchburg, .	1	Taxation, .	10.10	1,200 00	—	—	—	1	78	1,418 00	325 50	"
Gardner, .	—	—	—	—	—	—	—	2	60	180 00	151 65	"
Grafton, .	1	Taxation, .	10.10	1,000 00	—	—	—	3	120	216 00	201 00	"
Hardwick, .	—	—	—	—	—	—	—	2	40	51 50	119 85	"
Harvard, .	—	—	—	—	—	—	—	1	—	—	115 95	"
Holden, .	—	—	—	—	—	—	—	—	—	—	132 45	"
Hubbardston, .	—	—	—	—	—	—	—	1	28	100 00	124 95	"
Lancaster, .	—	—	—	—	—	—	—	—	—	—	115 50	"
Leicester, .	1	Taxation, .	10	700 00	1	50	\$1,400 00	—	—	—	156 45	"
Leominster, .	1	"	10	1,000 00	1	60	145 00	—	—	—	166 35	"
Lunenburg, .	—	—	—	—	—	—	—	1	—	—	101 40	"

Schools.
High School.Schools.
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Town Treas.
Schools.

SCHOOL RETURNS.

xix

[illegible]

HAMPSHIRE COUNTY.

TOWNS.	Population + State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.		No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1865.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Schools.			
																		Males.	Fem.
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	Males.	Fem.				Males.	Fem.	Males.	Fem.				
Amherst, .	3,413	\$1,860,457	16	601	664	518	526	16	131	635	1	16	1	16	1	23			
Belchertown, .	2,636	1,108,591	20	464	583	388	485	17	93	568	—	19	3	18	3	28			
Chesterfield, .	802	372,790	10	155	163	122	131	8	35	177	—	10	1	8	1	13			
Cumington, .	980	342,842	10	228	251	176	202	12	23	222	—	10	—	10	—	13			
Easthampton, .	2,869	1,700,599	13	452	513	374	398	8	59	542	—	12	—	13	—	18			
Enfield, .	999	610,644	8	170	209	141	183	14	35	189	—	8	3	5	3	10			
Goshen, .	412	152,796	5	81	93	69	75	5	11	82	—	5	1	4	1	6			
Granby, .	908	470,125	9	206	210	174	171	13	3	180	—	9	—	9	—	15			
Greenwich, .	647	261,416	7	118	149	102	131	4	27	113	—	8	2	5	2	11			
Hadley, .	2,246	1,279,320	13	378	378	304	304	4	42	423	—	12	—	13	—	22			
Hatfield, .	1,405	1,442,691	8	243	298	188	251	6	26	289	—	9	—	9	—	12			
Huntington, .	1,163	409,395	8	221	219	179	174	13	36	238	—	9	2	7	2	15			
Middlefield, .	723	351,881	11	156	179	124	146	14	29	158	—	9	3	6	3	12			
Northampton, .	7,927	4,789,965	28	1,374	1,313	1,065	1,056	19	100	1,665	1	33	2	33	2	41			
Pelham, .	739	197,457	7	147	151	113	139	16	41	145	—	7	2	5	2	8			
Plainfield, .	579	239,097	10	121	169	108	148	13	18	104	—	10	2	8	2	12			
Prescott, .	596	221,712	6	107	115	86	92	13	22	110	—	6	4	2	4	6			
South Hadley, .	2,098	1,103,491	11	404	408	328	320	7	27	439	2	9	3	9	3	14			
Southampton, .	1,216	502,448	7	211	217	159	173	10	26	266	—	7	1	6	1	12			
Ware, .	3,307	1,306,545	17	788	622	556	532	6	77	685	3	14	6	11	7	18			
Westhampton, .	637	291,384	6	86	126	70	102	7	14	147	—	7	2	3	2	9			
Williamsburg, .	1,972	1,085,693	13	412	412	325	329	13	89	469	2	11	3	10	4	15			
Worthington, .	925	409,655	12	200	225	160	186	9	52	198	—	12	6	6	6	17			
Totals, .	39,199	\$20,510,994	255	7,323	7,667	5,829	6,254	247	1,016	8,014	9	251	47	216	49	350			

SCHOOL RETURNS.

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HAMPDEN COUNTY.

Agavam, . . .	1,665	\$816,850	10	283	291	216	237	14	25	364	-	10	-	10	16
Blandford, . .	1,087	529,150	13	268	198	211	151	20	49	191	-	12	2	5	13
Brimfield, . .	1,316	719,750	10	178	217	146	188	11	19	226	-	9	-	10	12
Chester, . . .	1,266	445,900	14	266	284	214	238	10	47	294	-	13	3	8	17
Chicopee, . . .	7,581	3,128,250	22	1,263	1,195	949	913	36	94	1,302	3	26	4	25	40
Granville, . .	1,363	516,277	12	254	266	189	206	37	30	318	-	11	2	10	17
Holland, . . .	368	131,000	4	73	103	63	87	3	19	82	-	5	2	2	7
Holyoke, . . .	5,648	2,579,250	19	905	883	731	636	25	29	1,113	2	20	2	19	23
Longmeadow, .	1,480	1,016,500	11	219	240	235	175	9	35	273	-	9	4	9	11
Ludlow, . . .	1,233	455,050	10	208	262	164	221	11	32	275	-	9	3	7	10
Monson, . . .	3,132	1,316,700	19	458	537	380	444	11	57	557	-	18	3	16	24
Montgomery, .	354	158,850	5	59	55	52	46	3	6	86	-	5	2	3	7
Palmer, . . .	3,081	1,254,000	16	564	538	456	439	11	44	646	-	16	1	14	21
Russell, . . .	619	212,800	7	143	127	104	104	12	5	150	-	7	-	7	9
Southwick, . .	1,155	604,200	10	236	251	174	207	22	30	253	-	10	1	9	14
Springfield, . .	22,038	13,379,212	49	3,822	3,204	2,542	2,437	18	336	3,713	7	64	7	62	75
Tolland, . . .	511	298,588	8	81	125	63	89	6	24	127	-	6	-	7	12
Wales, . . .	696	254,600	6	122	160	96	135	11	28	105	-	6	1	5	8
Westfield, . . .	5,634	3,244,600	26	1,010	1,029	812	869	50	75	1,071	3	27	4	24	37
West Springfield,	2,100	1,319,550	12	340	334	245	256	20	17	417	-	12	-	12	17
Wilbraham, . .	2,111	872,100	13	372	367	276	317	12	37	444	-	13	4	9	16
Totals, . . .	64,438	\$33,253,177	296	11,124	10,666	8,318	8,455	352	1,038	12,007	15	308	45	273	406

BOARD OF EDUCATION.

HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.				Average length as re- turned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Fe- male Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school- year 1893-4.	Amount of board, fuel, &c., voluntarily con- tributed for Public Schools.	Expense of Superin- tendence and print- ing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, ap- propriated to Schools, that may be so appro- priated or not.
	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.										
Amherst, .	64	64	128		8	\$83 33	\$26 00	\$5,000 00	\$100 00	\$457 55	\$700 00	\$42 00	-
Belchertown, .	55	66	121		6.04	33 00	21 00	3,000 00	209 00	139 00	-	-	-
Chesterfield, .	36.11	25	61.11		6.03	29 40	22 60	800 00	487 20	44 50	1,100 00	66 00	-
Cummington, .	32	34	66		6.12	-	20 80	1,000 00	580 00	36 00	-	-	-
Easthampton, .	39.15	42.15	82.10		8.16	-	28 00	2,200 00	-	120 00	75,000 00	5,000 00	-
Enfield, .	18.17	25.10	44.07		5.10	25 33	20 38	1,000 00	-	30 58	-	-	-
Goshen, .	13	14	27		5.08	32 00	18 00	400 00	176 00	41 25	-	-	-
Granby, .	34	27.10	61.10		6.18	-	19 50	1,000 00	145 00	70 00	-	-	-
Greenwich, .	19.07	19.03	38.10		5.09	36 50	19 08	800 00	-	49 55	-	-	-
Hadley, .	49.02	49.03	98.05		8.04	-	24 47	2,600 00	30 00	140 65	24,258 04	1,582 38	-
Hatfield, .	23.15	25.05	49		6.10	-	27 00	1,500 00	-	75 00	-	-	-
Huntington, .	29.15	24.10	54.05		6.08	30 13	23 22	1,000 00	411 00	66 52	-	-	-
Middlefield, .	26.05	27.07	53.12		4.17	29 33	19 29	500 00	533 00	39 50	-	-	\$90 00
Northampton, .	123.08	123.07	246.15		8.16	75 50	28 80	10,000 00	-	381 80	2,906 87	200 46	-
Pelham, .	16.04	20	36.04		5.11	32 00	18 50	781 00	-	56 00	-	-	-
Plainfield, .	26	22.05	48.05		4.16	24 00	16 70	500 00	334 00	42 96	-	-	-
Prescott, .	15	15.15	30.15		5.03	32 50	16 50	600 00	175 00	50 00	-	-	-
South Hadley, .	41	39.05	80.05		7.06	52 00	24 25	2,500 00	180 00	56 00	2,000 00	120 00	-
Southampton, .	24	21	45		6.09	-	23 08	1,000 00	260 00	40 00	-	-	-
Ware, .	71.15	46.15	118.10		7	49 35	23 43	4,600 00	-	208 35	-	-	-
Westhampton, .	26	16.05	42.05		9.03	33 66	30 80	800 00	382 00	57 25	-	-	-
Williamsburg, .	59.10	35	94.10		7.05	52 75	24 87	1,500 00	575 00	55 00	19,500 50	1,500 00	-
Worthington, .	37	41.15	78.15		6.11	33 33	23 14	800 00	1,062 60	46 40	1,948 67	116 92	146 98
Totals, .	3.09	3.05	6.14		-	\$40 24	\$22 58	\$43,881 00	\$5,639 80	\$2,303 86	\$127,414 08	\$8,627 76	\$236 98

SCHOOL RETURNS.

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HAMPTON COUNTY—Continued.

Agawam,	41	30	71	7.02	—	\$21 00	\$1,200 00	\$350 06	\$100 00	—	—	—
Blanford,	44.17	29.08	74.05	7.03	\$32 50	22 32	800 00	1,011 00	48 00	\$2,477 00	\$148 62	—
Brimford,	26.13	31.04	57.17	6.02	—	21 10	1,300 00	—	108 50	16,000 00	1,120 00	—
Chester,	37.02	32.05	69.07	5.15	37 00	22 52	1,000 00	752 00	57 07	700 00	38 00	—
Chicopee,	130	77	207	10	77 50	29 95	12,710 00	—	320 00	10,060 83	623 64	—
Granville,	41.03	31.05	72.08	6.12	33 66	20 05	800 00	600 00	45 00	—	—	—
Holland,	8.07	11.14	20.01	5	27 00	20 41	300 00	107 02	25 00	222 22	13 33	—
Holyoke,	92.09	92.10	184.19	9.18	93 37	25 81	7,000 00	—	540 00	—	—	—
Longmeadow,	35.05	36.14	71.19	7.14	37 00	22 54	2,000 00	24 50	95 50	1,131 00	24 00	—
Ludlow,	31	33.15	64.15	7	30 00	18 50	1,300 00	200 00	45 00	—	—	—
Monson,	53	60.05	113.05	6.02	34 00	22 50	2,500 00	250 00	150 00	23,000 00	1,380 00	—
Montgomery,	16.05	14	30.05	6	31 00	22 00	400 00	336 50	16 60	—	—	—
Palmer,	52	44.10	96.10	6	50 00	24 38	2,700 00	149 00	165 00	825 00	62 04	—
Russell,	21.05	21.10	42.15	6.04	—	19 18	450 00	336 10	24 00	—	—	—
Southwick,	32.15	30.15	63.10	7	58 20	20 50	504 00	372 50	55 00	15,618 01	937 08	—
Springfield,	257.01	257.01	514.02	10.02	130 13	33 16	36,139 00	—	1,975 00	7,704 00	462 24	\$81 00
Tolland,	18	20.05	38.05	5.18	—	17 38	400 00	360 25	26 00	—	—	—
Wales,	17	20.06	37.06	6.04	40 00	18 19	750 00	—	46 43	—	—	—
Westfield,	149.10	84.10	234	9	66 00	23 00	8,000 00	—	300 00	10,000 00	600 00	—
West Springfield,	47.05	48.03	95.08	8	—	21 58	1,600 00	543 00	134 00	13,892 00	830 11	—
Wilbraham,	45.10	37.10	83	6.07	31 00	22 00	1,600 00	63 00	86 00	—	—	102 00
Totals,	4.01	3.10	7.11	—	\$50 52	\$22 29	\$83,453 00	\$5,454 87	\$4,362 10	\$101,630 06	\$6,239 06	\$183 00

HAMPSHIRE COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.			INCOMP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund received in 1865, according to No. children between 5 and 15 May 1, 1865.	Town's share of School Fund received in 1865—how appropriated.	
	Number.	How supported.	LENGTH. Mos. Days.	Salary of Principal.	Number.	A'v'ge No. of Scholars.	Aggregate p'd for Tuition.	Number.	A'v'ge No. of Scholars.			Aggregate p'd for Tuition.
Amherst, .	1	Taxation, .	10	\$1,000 00	1	—	—	3	60	\$2,000 00	\$170 50	
Belchertown, .	—	—	—	—	—	—	—	6	26	400 00	160 20	
Chesterfield, .	—	—	—	—	—	—	—	—	—	—	101 55	
Cummington, .	—	—	—	—	—	—	—	1	15	18 00	108 30	
Easthampton, .	1	Taxation, .	10	700 00	1	167	\$5,467 25	2	40	450 00	156 30	
Enfield, .	—	—	—	—	—	—	—	—	—	—	103 35	
Goshen, .	—	—	—	—	—	—	—	—	—	—	87 30	
Granby, .	—	—	—	—	—	—	—	1	25	150 00	102 00	
Greenwich, .	—	—	—	—	—	—	—	—	—	—	91 95	
Hadley, .	1	Funds, .	10.10	1,000 00	—	—	—	—	—	—	138 45	
Hatfield, .	—	—	—	—	—	—	—	—	—	—	118 35	
Huntington, .	—	—	—	—	—	—	—	1	24	36 00	110 70	
Middlefield, .	—	—	—	—	—	—	—	1	40	190 00	98 70	
Northampton, .	1	Taxation, .	10	1,100 00	—	—	—	2	50	2,000 00	324 75	
Pelham, .	—	—	—	—	—	—	—	—	—	—	96 75	
Plainfield, .	—	—	—	—	—	—	—	1	18	46 50	90 60	
Prescott, .	—	—	—	—	—	—	—	—	—	—	82 35	
South Hadley, .	—	—	—	—	1	203	25,375 00	3	50	275 00	140 85	
Southampton, .	—	—	—	—	1	30	113 00	—	—	—	114 90	
Ware, .	1	Taxation, .	10	1,000 00	—	—	—	—	—	—	177 75	
Westhampton, .	—	—	—	—	—	—	—	—	—	—	97 05	
Williamsburg, .	1	In part by Tax.	9.10	700 00	—	—	—	—	—	—	145 35	
Worthington, .	—	—	—	—	—	—	—	—	—	—	104 70	
Totals, .	6	—	—	\$5,500 00	4	400	\$30,955 25	21	318	\$5,565 50	\$2,922 45	

SCHOOL RETURNS.

XSV

CHAMPDEN COUNTY—CONCLUDED.

										\$	Schools.
Agawan,	-	-	-	-	-	-	-	-	20	\$400 00	\$129 60
Blandford,	-	-	-	-	-	-	-	-	7	60 00	108 65
Brimfield,	Endowment,	10.10	\$700 00	-	-	-	-	-	52	252 00	119 10
Chester,	Taxation,	10	1,900 00	-	-	-	-	-	20	250 00	270 30
Chicopee,	-	-	-	-	-	-	-	-	3	270 00	122 70
Granville,	-	-	-	-	-	-	-	-	-	-	87 30
Holland,	-	-	-	-	-	-	-	-	-	-	241 95
Holyoke,	Taxation,	10	1,067 50	-	-	-	-	-	2	800 00	115 95
Longmeadow,	-	-	-	-	-	-	-	-	-	-	116 25
Ludlow,	-	-	-	-	-	-	-	-	-	-	158 55
Monson,	-	-	-	-	-	-	-	-	-	-	87 90
Montgomery,	-	-	-	-	-	-	-	-	-	-	171 90
Palmer,	-	-	-	-	-	-	-	-	-	-	97 50
Russell,	-	-	-	-	-	-	-	-	-	-	112 95
Southwick,	-	-	-	-	-	-	-	-	-	-	631 95
Springfield,	Taxation,	10.02	2,000 00	-	-	-	-	-	356	12,000 00	94 05
Tolland,	-	-	-	-	-	-	-	-	-	-	90 75
Wales,	-	-	-	-	-	-	-	-	-	-	235 65
Westfield,	Taxation,	10	1,000 00	-	-	-	-	-	30	400 00	137 55
West Springfield,	-	-	-	-	-	-	-	-	25	550 00	141 60
Wilbraham,	-	-	-	-	-	-	-	-	27	580 00	
Totals,	-	-	\$6,667 50	-	-	-	-	-	596	\$15,562 00	\$8,376 05

FRANKLIN COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation-1865.	PUBLIC SCHOOLS.		No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1865.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Schools.	
												SUMMER.		WINTER.		Males.	Fem.
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	Males.	Fem.				Males.	Fem.				
Ashfield, .	1,221	\$611,869	14	228	232	194	197	19	58	202	16	2	9	2	20		
Barnardston, .	902	484,893	6	160	214	131	151	7	24	178	7	2	4	2	8		
Buckland, .	1,922	526,468	13	370	351	308	265	19	43	405	12	1	11	1	19		
Charlemont, .	994	367,216	8	198	214	171	178	18	64	249	8	3	5	3	13		
Coleraine, .	1,726	637,954	18	320	375	265	328	11	64	374	15	3	14	3	28		
Conway, .	1,538	703,919	16	276	295	230	259	19	28	324	14	2	14	2	24		
Deerfield, .	3,040	1,215,423	19	644	680	524	566	24	110	708	19	4	16	4	27		
Erving, .	576	173,229	4	124	136	103	115	8	9	137	4	1	3	1	6		
Gill, .	635	390,569	6	121	140	102	114	4	22	141	6	1	6	3	10		
Greenfield, .	3,211	1,899,806	13	500	499	375	406	3	56	633	15	3	13	3	18		
Hawley, .	687	182,638	17	122	143	106	127	12	43	150	8	1	7	1	10		
Heath, .	642	232,551	8	133	179	115	147	13	42	137	7	4	4	4	11		
Leverett, .	914	284,644	8	180	208	153	175	5	43	187	8	4	5	4	10		
Leyden, .	592	278,647	5	89	136	71	101	2	35	125	5	3	2	3	7		
Monroe, .	192	79,375	4	38	53	27	39	1	14	36	3	1	2	1	3		
Montague, .	1,575	606,737	12	313	330	268	291	20	42	372	12	1	11	1	16		
New Salem, .	1,115	336,476	12	233	241	207	211	21	57	225	12	3	9	3	18		
Northfield, .	1,660	712,054	13	336	362	257	287	14	40	378	13	1	13	1	22		
Orange, .	1,909	599,243	14	332	394	283	347	14	122	350	13	3	11	3	18		
Rowe, .	563	180,425	7	97	133	82	116	12	35	148	6	3	3	3	6		
Shelburne, .	1,563	822,620	10	258	282	205	215	11	39	314	9	1	9	1	15		

SCHOOL RETURNS.

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Shutesbury,	788	219,250	10	175	170	137	142	13	17	188	-	10	-	9	-	14
Sunderland,	861	413,827	7	154	204	124	186	8	39	182	-	6	1	6	1	10
Warwick,	902	220,658	10	179	233	163	201	18	33	173	-	10	1	9	1	13
Wendell,	602	201,657	9	131	149	114	135	10	23	130	-	8	-	7	-	11
Whately,	1,012	605,972	6	193	178	155	146	17	21	218	-	6	-	6	-	9
Totals,	31,342	\$13,048,120	269	5,904	6,531	4,920	5,445	322	1,123	6,661	3	252	47	208	47	366

FRANKLIN COUNTY—CONTINUED.

TOWNS.	AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.				Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1885-6.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	
	Summer.		Winter.											Total.
	Mos.	Days.	Mos.	Days.										
Ashfield, .	48		41	89	6.07	\$35 00	\$22 16	\$1,500 00	\$561 00	\$75 00	\$810 00	\$48 59	-	
Barnardston, .	19.10		18	37.10	6.05	32 67	23 55	300 00	210 00	45 00	10,716 67	1,143 00	-	
Buckland, .	34.05		32	66.05	5.10	40 00	19 21	1,200 00	59 00	71 50	914 83	54 89	-	
Charlemont, .	22.11		24 03	46.14	5.17	29 77	23 54	900 00	-	63 50	800 00	48 00	-	
Coleraine, .	40.07		46.18	87.05	5.09	43 33	20 24	1,200 00	-	86 11	-	-	-	
Conway, .	46.15		47.15	94.10	6.08	30 17	20 29	1,300 00	571 80	101 77	-	-	-	
Deerfield, .	64.10		66.10	131	7.01	62 25	26 04	4,054 61	483 50	179 73	10,000 00	600 00	-	
Erving, .	10.10		11.09	21.19	5.04	45 00	21 08	500 00	-	24 54	-	-	\$14 74	
Gill, .	17		15	32	5.07	-	20 33	500 00	225 00	35 00	-	-	-	
Greenfield, .	53.05		52.10	105.15	8.02	73 33	30 48	5,600 00	200 00	134 39	-	-	-	
Hawley, .	20.10		20.13	41.03	5.03	38 00	19 72	700 00	284 50	53 00	400 00	24 00	-	
Heath, .	19.05		23.07	42.12	5.14	32 50	16 55	700 00	270 00	50 00	-	-	-	
Leverett, .	21.10		20.04	41.14	5.04	33 00	17 48	600 00	96 34	54 00	-	-	-	
Leyden, .	16		14.14	30.14	5.10	34 67	23 15	550 00	328 00	33 00	-	-	-	
Monroe, .	6.16		7	13.16	4.12	26 00	20 00	108 00	150 00	15 00	207 33	12 44	12 00	
Montague, .	32.15		33.05	66	5.06	46 00	19 25	1,500 00	250 00	60 00	-	-	165 12	
New Salem, .	28.13		30.15	59.08	5	34 00	20 29	1,000 00	150 00	90 00	4,500 00	270 00	66 00	
Northfield, .	35.17		36.07	72.04	5.11	-	23 67	1,500 00	50 00	60 00	-	-	-	
Orange, .	37.05		37.05	74.10	5.11	31 66	21 43	1,800 00	-	130 00	-	-	-	
Rowe, .	16		17.03	33.03	5.10	35 25	13 40	600 00	213 00	41 50	200 00	12 00	-	
Shelburne, .	30.10		31.15	62.05	6.10	32 00	29 00	1,500 00	550 00	62 00	-	-	-	

SCHOOL RETURNS.

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Shutesbury,	24.10	21.05	45.15	5.02	-	\$57 67	\$16 38	\$600 00	\$150 00	\$58 70	\$280 00	\$16 80	-
Sunderland,	30	21	51	8		\$27 00	\$27 00	1,500 00	-	80 00	-	-	-
Warwick,	23.13	25	48.13	4.17		\$22 00	\$12 75	900 00	-	84 00	500 00	30 00	\$50 68
Wendell,	16.12	16.11	33.03	3.18		-	\$18 86	500 00	66 00	49 23	540 00	32 40	9 00
Whately,	23.02	14.13	37.15	6.05		-	\$26 08	1,100 00	102 00	57 00	-	-	-
Totals,	2.14	2.14	5.08	-		\$38 77	\$21 23	\$32,212 61	\$4,970 14	\$1,793 97	\$29,868 83	\$2,292 12	\$347 54

BOARD OF EDUCATION.

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCORP. ACADEMIES.				UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.				Town's share of School Fund received in 1865—how appropriated.
	Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Ave No. of Scholars.	Aggregate p'd for Tuition.	Number.	Ave No. of Scholars.	Aggregate p'd for Tuition.		
			Mos.	Days.									
Ashfield, .	1	—	—	—	—	1	—	—	1	57	\$1,616 50	\$105 30	Schools.
Bernardston, .	1	—	—	—	—	1	—	—	1	70	140 00	101 70	"
Buckland, .	1	—	—	—	—	1	—	—	3	70	140 00	135 75	"
Charlemont, .	1	—	—	—	—	1	—	—	2	30	100 00	112 35	"
Coleraine, .	1	—	—	—	—	1	—	—	2	30	—	131 10	"
Conway, .	1	—	—	—	—	1	27	\$400 00	3	52	116 80	123 60	"
Deerfield, .	1	Taxation, .	10	\$1,000 00	—	1	16	233 06	1	—	—	181 20	"
Erving, .	1	—	—	—	—	1	—	—	1	45	36 00	95 55	"
Gill, .	1	—	—	—	—	1	—	—	1	30	60 00	96 15	"
Greenfield, .	1	Taxation, .	10	1,200 00	—	1	—	—	2	60	1,800 00	169 95	"
Hawley, .	1	—	—	—	—	1	—	—	1	—	—	87 75	"
Heath, .	1	—	—	—	—	1	—	—	1	16	60 00	95 55	"
Leverett, .	1	—	—	—	—	1	—	—	1	30	90 00	103 05	"
Leyden, .	1	—	—	—	—	1	—	—	2	70	250 00	93 75	"
Monroe, .	1	—	—	—	—	1	—	—	2	—	—	80 40	"
Montague, .	1	—	—	—	—	1	—	—	2	50	450 00	130 80	"
New Salem, .	1	—	—	—	—	1	50	400 00	1	—	—	108 75	"
Northfield, .	1	—	—	—	—	1	—	—	2	—	—	118 53	"
Orange, .	1	—	—	—	—	1	—	—	2	70	150 00	127 50	"
Rowe, .	1	—	—	—	—	1	—	—	2	45	205 00	97 20	"
Shelburne, .	1	—	—	—	—	1	35	900 00	1	35	60 00	122 10	"

SCHOOL RETURNS.

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[illegible]

BERKSHIRE COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.		No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1865.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Schools.		
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	SUMMER.					WINTER.		Males.	Fem.	Males.	Fem.	
							Males.	Fem.				Males.	Fem.					
Adams, . . .	8,298	\$3,350,551	29	1,682	1,685	1,013	1,232	26	36	1,564	1	29	3	30	3	36	3	
Alford, . . .	461	340,490	3	52	72	27	51	2	8	63	—	2	2	3	1	3	3	3
Becket, . . .	1,393	478,120	12	324	296	253	252	10	45	320	—	12	3	7	3	14	14	
Cheshire, . .	1,650	675,997	9	294	326	204	230	9	13	372	—	8	1	7	1	12	12	
Clarksburg, .	530	133,234	4	91	110	73	77	4	5	120	—	4	—	4	—	4	4	
Dalton, . . .	1,187	988,160	8	233	200	188	157	2	17	256	—	8	—	8	—	11	11	
Egremont, . .	928	587,619	5	142	162	102	121	8	19	191	—	5	3	2	3	7	7	
Florida, . . .	1,173	152,523	6	173	180	142	142	13	41	150	1	6	3	3	3	8	8	
Gt. Barrington, .	3,920	2,177,071	19	655	634	571	453	45	39	830	—	18	1	18	1	27	27	
Hancock, . . .	967	490,299	7	160	182	130	148	6	5	229	—	7	1	6	1	9	9	
Hindale, . . .	1,517	801,755	9	264	300	208	250	8	34	349	—	8	2	7	2	12	12	
Lanesborough, .	1,295	661,048	7	263	247	181	171	5	22	273	—	7	4	3	4	9	9	
Lee, . . .	4,034	1,682,411	14	829	727	559	523	36	13	947	1	14	2	13	2	18	18	
Lenox, . . .	1,667	827,539	7	273	317	164	231	5	31	286	—	7	3	8	3	10	10	
Monterey, . . .	737	292,117	9	124	142	86	112	13	15	152	—	8	—	8	—	12	12	
Mt. Washington, .	233	87,676	2	43	53	32	45	3	12	61	—	2	—	2	—	2	2	
New Ashford, . .	178	108,662	2	38	35	18	24	1	2	35	—	2	—	2	—	2	2	
N. Marlborough, .	1,649	610,727	11	332	337	237	256	22	30	373	—	11	4	7	4	16	16	
Otis, . . .	962	311,595	9	209	212	168	165	18	36	186	—	8	1	7	1	9	9	
Peru, . . .	494	214,930	5	70	104	52	55	7	25	122	—	5	1	4	1	8	8	
Pittsfield, . . .	9,679	6,378,878	32	1,735	1,730	1,389	1,324	40	57	1,816	1	34	3	32	3	42	42	
Richmond, . . .	913	502,277	6	182	219	122	141	20	16	200	—	5	—	6	—	8	8	
Sandisfield, . .	1,411	612,943	15	318	356	223	251	16	49	383	—	15	—	4	—	19	19	

SCHOOL RETURNS.

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Savoy, . . .	866	\$272,400	9	175	198	135	153	15	37	190	-	9	4	3	4	11
Sheffield, . .	2,461	1,206,820	14	446	431	306	333	13	51	524	1	13	4	10	4	18
Stockbridge, .	1,967	1,323,883	9	367	396	251	287	17	30	492	-	9	2	7	2	11
Tyringham, .	650	299,594	7	152	158	118	124	17	14	154	-	7	1	6	1	9
Washington, .	859	289,398	9	196	105	125	88	16	18	211	-	9	1	4	1	13
W. Stockbridge, .	1,621	613,816	7	300	318	181	209	15	22	357	-	7	2	5	2	8
Williamstown, .	2,563	1,160,587	14	431	497	299	354	21	68	563	-	14	7	7	7	14
Windsor, . .	753	303,324	11	164	195	129	155	13	32	171	-	11	1	10	1	16
Totals, . .	50,966	\$27,937,444	310	10,717	10,924	7,086	8,114	446	837	11,940	5	304	65	243	65	398

BERKSHIRE COUNTY—CONTINUED.

TOWNS.	AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.					Average length as re- turned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Fe- male Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school- year 1885-6.	Amount of board, fuel, etc., voluntarily con- tributed for Public Schools.	Expense of Superin- tendence and print- ing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, ap- propriated to schools, that may be so appro- priated or not.
	Summer.		Winter.		Total.									
	Mos. Days.	Mos. Days.	Mos. Days.	Mos. Days.										
Adams, .	87	160	247	9	\$101 04	\$30 00	\$6,256 00	-	\$568 00	\$3,333 33	\$175 00	\$104 00	-	-
Alford, .	6.10	8	14.10	5.18	33 50	18 00	300 00	\$15 00	15 00	-	-	-	-	-
Becket, .	37.15	27.17	65.12	5.19	34 66	22 89	1,200 00	803 00	60 00	756 50	45 39	-	-	-
Cheshire, .	27	24.05	51.05	6.08	30 00	22 50	1,000 00	160 00	47 00	-	-	-	-	-
Clarksburg, .	11	11.10	22.10	5.12	-	17 12	300 00	320 00	40 00	357 01	21 42	-	-	-
Dalton, .	26.15	30.15	57.10	7.13	-	25 00	1,500 00	117 00	51 00	-	-	-	-	-
Egremont, .	23.10	17.02	40.12	8.03	37 33	20 50	800 00	550 00	20 00	-	-	-	-	-
Florida, .	17.15	16.15	34.10	5.15	40 00	24 00	800 00	375 00	42 00	200 00	12 00	-	-	-
Gt. Barrington, .	78.10	59.03	137.13	7.05	36 00	22 00	2,000 00	200 00	75 00	960 71	57 64	-	-	-
Hancock, .	24	25	49	7	35 00	25 00	400 00	530 00	14 00	200 00	12 00	-	-	-
Hinsdale, .	29	29.10	58.10	6.10	61 00	26 60	1,900 00	125 00	60 00	200 00	14 82	-	-	-
Lanesborough, .	28	25.17	53.17	7.14	34 00	19 10	800 00	266 00	38 00	883 00	52 98	-	-	-
Lee, .	65	56.10	121.10	8.11	94 33	20 06	3,795 00	30 00	65 00	1,600 00	96 50	-	-	-
Lenox, .	25.10	28.15	54.05	7.15	32 80	22 76	1,500 00	129 00	100 00	3,000 00	120 00	-	-	-
Monterey, .	30	28	58	7.05	-	21 00	800 00	550 00	30 00	-	-	-	-	-
Mt. Washington, .	7.10	5.10	13	6.10	41 00	21 50	150 00	225 00	22 00	100 00	6 00	-	-	-
New Ashford, .	5.05	3.15	9	4.10	-	20 87	100 00	134 00	4 00	-	-	-	-	-
N. Marlborough, .	40.18	42.15	83.13	7.12	27 50	19 22	1,200 00	305 30	54 50	-	-	-	-	-
Otis, .	24.02	23.10	47.12	5.10	25 00	22 20	800 00	500 00	30 00	-	-	-	-	-
Peru, .	14.09	20.15	35.04	7.01	37 00	19 30	500 60	289 00	47 62	370 50	22 23	-	-	-
Pittsfield, .	127	127	254	7.19	60 00	25 00	8,750 00	200 00	227 00	-	-	-	-	-
Richmond, .	18.15	19	37.15	6.01	-	24 00	400 00	420 11	8 00	-	-	-	-	-
Sandisfield, .	58.05	38.01	96.06	6.11	30 00	19 50	1,200 00	-	54 00	1,290 00	77 40	-	-	-

SCHOOL RETURNS.

XXXV

Savoy, . . .	24.05	21.06	45.11	5.02	\$33 60	\$19 17	\$570 00	\$445 00	\$30. 75	\$1,297 00	\$77 82	-
Sheffield, . .	65.10	52.19	118.09	8.09	30 10	23 00	2,000 00	950 00	88 50	1,600 00	96 00	\$115 00
Stockbridge, .	39.05	31.15	71	7.18	26 50	27 00	1,400 00	100 00	77 25	3,000 00	200 00	-
Tyringham, .	26.13	20.05	46.18	6.14	32 00	19 80	600 00	251 00	20 00	-	-	-
Washington, .	29.05	14.10	43.15	5.10	34 00	26 14	700 00	366 00	26 00	-	-	-
W. Stockbridge, .	28.15	25.05	54	7.15	39 50	22 67	1,000 00	316 00	65 77	-	-	-
Williamstown, .	48.15	49.10	98.05	7	39 78	19 78	2,500 00	500 00	55 00	800 00	50 00	-
Windsor, . .	31.02	31.05	62.07	5.13	28 00	18 32	700 00	524 00	9 00	583 33	35 00	-
Totals, . . .	3.11	3.09	7	-	\$40 52	\$22 06	\$45,921 60	\$9,695 41	\$2,044 39	\$20,531 38	\$1,172 20	\$633 41

BERKSHIRE COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCORP. ACADEMIES.				UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.				Town's share of School Fund received in 1866, according to No. children between 5 and 15 May 1, 1865.	Town's share of School Fund received in 1866	Schools.
	Number.	How supported.	Length.		Salary of Principal.	Number.	Ave No. of Scholars.	Aggregate p'd for Tuition.	Number.	Ave No. of Scholars.	Aggregate p'd for Tuition.				
			Mos.	Days.											
Adams, .	1	Taxation, .	9		\$1,000 00	1			50	\$500 00	\$309 60	60	"		
Alford, .		-	-	-	-	-	-	-	-	-	84 45	45	"		
Becket, .		-	-	-	-	-	-	-	94	136 00	110 70	70	"		
Cheshire, .		-	-	-	-	-	-	-	80	250 00	130 80	80	"		
Clarksburg, .		-	-	-	-	-	-	-	-	-	93 00	00	"		
Dalton, .	1	Taxation, .	6		240 00				-	-	113 40	40	"		
Egremont, .		-	-	-	-	-	-	-	40	250 00	103 65	65	"		
Florida, .		-	-	-	-	-	-	-	20	100 00	97 50	50	"		
Gt. Barrington, .		-	-	-	-	-	-	-	90	1,800 00	199 50	50	"		
Hancock, .		-	-	-	-	-	-	-	20	200 00	109 35	35	"		
Hinsdale, .	1	Taxation, .	5.10		1,200 00				60	80 00	127 35	35	"		
Lanesborough, .		-	-	-	-	-	-	-	64	1,920 00	115 95	95	"		
Lee, .	1	Taxation, .	10.05		1,200 00				60	460 00	217 05	05	"		
Lenox, .		-	-	-	-	-	-	-	50	1,500 00	117 90	90	"		
Monterey, .		-	-	-	-	-	-	-	-	-	97 80	80	"		
Mt. Washington, .		-	-	-	-	-	-	-	-	-	84 15	15	"		
New Ashford, .		-	-	-	-	-	-	-	-	-	-	-	"		
N. Marlborough, .		-	-	-	-	-	-	-	85	\$2,500 00	130 95	95	"		
Otis, .		-	-	-	-	-	-	-	-	-	102 90	90	"		
Peru, .		-	-	-	-	-	-	-	1	50 00	93 30	30	"		
Pittsfield, .	1	Taxation, .	10.10		1,200 00				-	-	812 66	66	"		
Richmond, .		-	-	-	-	-	-	-	5	1,950 00	105 00	00	"		
Sandisfield, .		-	-	-	-	-	-	-	-	-	132 45	45	"		

SCHOOL RETURNS.

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									\$103 50	Schools.
Savoy,	-	-	-	-	-	-	-	-	153 60	"
Sheffield,	-	-	-	-	-	-	-	30	148 80	"
Stockbridge,	-	-	1	20	\$125 00	6	100	3,800 00	98 10	"
Tyringham,	-	-	-	-	-	-	-	-	106 65	"
Washington,	-	-	-	-	-	1	12	85 00	128 55	"
W. Stockbridge,	-	-	-	-	-	3	85	773 00	159 45	"
Williamstown,	-	-	-	-	-	5	87	2,000 00	100 65	"
Windsor,	-	-	-	-	-	-	-	-		
Totals,	-	\$4,840 00	3	105	\$2,625 00	50	942	\$18,854 00	\$3,988 71	

NORFOLK COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.		No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1865.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Schools.	
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	Males.	Fem.				Males.	Fem.	Males.	Fem.		
Bellingham,	1,240	\$463,951	10	267	287	229	237	5	26	282	—	10	10	1	10	1	14
Braintree,	3,725	1,582,530	15	757	642	570	536	13	29	833	2	14	15	2	15	2	18
Brookline,	5,262	12,107,550	24	982	971	727	739	1	119	956	5	20	20	5	20	5	20
Canton,	3,318	2,211,313	14	713	701	544	559	10	35	828	2	12	8	6	8	8	14
Cohasset,	2,048	1,174,953	10	423	413	261	301	24	47	380	1	9	2	2	10	4	14
Dedham,	7,198	4,857,587	28	1,369	1,340	1,032	1,065	99	216	1,506	6	25	7	24	24	7	30
Dorchester,	10,729	12,521,038	41	2,085	2,087	1,630	1,655	66	108	2,336	9	38	9	39	39	11	43
Dover,	616	358,774	5	158	181	120	155	3	30	136	—	5	5	—	5	—	7
Foxborough,	2,778	1,284,524	10	525	496	440	405	14	—	534	2	10	3	10	3	3	13
Franklin,	2,510	1,046,874	12	466	454	378	391	23	44	452	—	12	10	2	10	2	15
Medfield,	1,011	613,155	5	149	171	121	158	1	14	143	—	4	5	—	5	—	6
Medway,	3,223	1,251,393	13	646	615	525	516	16	60	647	—	15	2	12	12	2	17
Milton,	2,769	4,271,263	10	490	402	369	394	9	32	507	6	5	5	6	5	6	6
Needham,	2,793	1,798,498	14	524	526	418	419	12	46	532	2	11	2	12	12	3	18
Quincy,	6,718	3,833,508	24	1,497	1,485	1,168	1,183	—	75	1,550	6	22	6	22	6	12	28
Randolph,	5,734	2,925,254	24	1,370	1,149	1,002	847	51	49	1,403	4	21	5	20	20	8	24
Roxbury,	28,426	23,808,776	92	4,311	4,704	4,061	4,281	—	450	6,109	4	91	4	91	4	4	91
Sharon,	1,394	723,752	6	237	229	164	178	5	23	284	—	7	3	3	3	3	8
Stoughton,	4,859	1,742,453	18	1,076	669	848	563	6	65	1,137	2	19	3	18	3	3	19
Walpole,	2,018	1,132,102	9	359	366	287	298	12	35	401	—	9	2	7	2	2	9
West Roxbury,	6,912	10,631,146	26	1,435	1,402	1,022	1,016	15	111	1,243	5	23	5	23	5	5	23
Weymouth,	7,981	3,345,349	34	1,707	1,696	1,386	1,292	27	133	1,779	4	30	4	30	4	5	35
Wrentham,	3,072	1,412,051	19	536	532	423	436	21	53	629	—	17	14	5	14	4	24
Totals,	116,334	\$95,097,794	463	22,082	21,518	17,725	17,624	433	1,800	24,607	60	429	413	84	413	100	492

SCHOOL RETURNS.

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BRISTOL COUNTY.

Acushnet, .	1,251	\$656,500	9	246	241	182	176	6	34	291	-	12	1	11	1	16
Attleborough, .	6,200	2,201,680	26	1,075	1,061	846	810	30	45	1,352	1	27	2	25	2	36
Berkley, .	888	316,002	6	170	205	126	170	8	38	175	-	6	4	2	4	8
Dartmouth, .	3,434	2,432,270	25	594	644	394	467	41	71	725	-	26	7	19	7	37
Dighton, .	1,815	776,779	11	301	311	259	239	26	61	330	-	11	5	6	5	14
Easton, .	3,084	1,930,900	13	656	653	555	568	17	71	660	1	13	4	11	4	19
Fairhaven, .	2,548	1,778,217	13	526	532	402	422	10	92	483	2	13	5	10	7	13
Fall River, .	17,525	12,632,419	43	3,247	2,964	2,086	2,060	36	304	4,164	6	55	8	58	9	67
Freetown, .	1,484	706,117	8	318	330	238	269	16	50	335	-	8	1	7	1	12
Mansfield, .	2,131	750,442	10	433	385	369	316	25	29	433	1	9	-	10	1	14
New Bedford, .	20,863	20,525,790	34	3,455	3,532	2,867	2,853	-	297	3,852	8	70	8	71	9	77
Norton, .	1,709	842,527	9	340	353	275	279	4	28	351	-	9	4	5	4	12
Raynham, .	1,868	1,115,026	8	331	308	270	255	20	42	329	-	8	-	8	-	18
Rehoboth, .	1,843	764,906	15	312	378	258	312	18	66	370	-	15	3	12	3	13
Seekonk, .	929	496,844	8	151	180	122	155	10	38	146	-	8	-	8	-	7
Somerset, .	1,791	865,618	6	384	386	310	308	7	48	419	1	7	3	5	4	12
Swansey, .	1,335	755,680	10	204	271	148	201	15	64	226	-	10	6	4	6	69
Taunton, .	16,005	8,463,074	49	2,931	2,965	2,187	2,172	28	210	3,250	5	54	6	62	6	21
Westport, .	2,802	1,453,897	20	543	603	375	467	30	82	641	1	19	5	15	6	
Totals, .	89,505	\$59,464,668	323	16,217	16,302	12,269	12,499	347	1,670	18,532	26	380	72	349	79	477

BOARD OF EDUCATION.

NORFOLK COUNTY—CONTINUED.

TOWNS.	AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for schools, including wages of teachers, board, fuel, and school-rooms, for the school-year 1865-6.	Amount of board, fuel, etc., voluntarily contributed for public schools.	Expense of Superintending School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.
	Summer.	Winter.	Total.									
	Mos. Days.	Mos. Days.	Mos. Days.									
Bellingham, .	29.08	31.02	60.10	6.01	\$39 33	\$23 95	\$1,400 00	-	\$105 00	\$418 16	\$25 09	\$140 63
Braintree, .	80	41.07	121.07	8	56 64	26 23	4,000 00	-	112 02	4,500 00	300 00	-
Brookline, .	144	288	288	12	136 67	41 56	19,848 88	-	530 00	-	-	-
Canton, .	82.18	49.06	132.04	8	48 00	23 20	4,500 00	\$50 00	219 42	-	-	-
Cohasset, .	45	48.10	93.10	10	66 92	15 73	2,600 00	-	135 37	1,000 00	50 00	-
Dedham, .	137.15	145.10	283.05	10	83 57	26 73	15,380 00	300 00	339 76	1,100 00	66 00	-
Dorchester, .	213	213	426	10.06	113 75	40 00	36,500 00	-	881 05	16,641 50	1,273 35	-
Dover, .	16	16.17	32.17	6.14	-	27 10	800 00	-	44 00	-	-	-
Foxborough, .	50.15	32	82.15	8.10	63 00	28 83	4,700 00	-	130 00	-	-	-
Franklin, .	36	36	72	6	56 00	28 75	2,552 40	-	191 84	-	-	-
Medfield, .	12.15	16	28.15	6.03	-	27 32	900 00	-	67 00	3,760 00	225 60	-
Medway, .	44.10	39.15	84.05	6.18	52 50	28 37	3,000 00	21 00	136 00	200 00	12 00	-
Milton, .	50	50	100	10	80 00	31 37	7,000 00	-	85 00	-	-	-
Needham, .	75.07	54	129.07	9.13	90 00	26 67	5,348 82	-	272 00	2,353 16	141 18	-
Quincy, .	126.09	123.12	250.01	10.09	81 81	25 77	12,375 00	-	625 00	1,250 00	75 00	-
Randolph, .	143.15	71.10	215.05	9.10	81 50	20 50	7,000 00	-	186 75	12,300 00	2,012 41	-
Roxbury, .	437	552	989	9.15	229 00	41 50	64,877 99	-	1,800 00	80,000 00	4,000 00	-
Sharon, .	31.19	19.05	51.04	8.11	40 00	27 85	1,228 00	-	84 04	1,860 00	111 60	183 40
Stoughton, .	87.15	29.05	117	7.11	65 00	24 90	5,500 00	-	172 50	-	-	-
Walpole, .	34	36.05	70.05	7.15	52 50	30 00	3,000 00	-	83 00	-	-	-
West Roxbury, .	109.04	150.16	260	10	136 67	43 50	15,591 20	-	310 00	46,731 21	3,645 79	-
Weymouth, .	118.17	198	316.17	9.06	69 71	23 86	10,500 00	-	418 87	4,200 00	252 00	-
Wrentham, .	58.14	57.12	116.06	6.02	48 82	25 53	3,000 00	-	295 00	2,001 96	120 06	341 86
Totals, .	4.14	4 13	9.07	-	\$80 54	\$28 66	\$231,602 29	\$371 00	\$7,223 62	\$178,315 99	\$12,310 08	\$665 89

SCHOOL RETURNS.

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BRISTOL COUNTY—CONTINUED.

Acushnet, .	41	35.06	76.06	8.18	\$35 00	\$23 42	\$2,000 00	-	\$80 00	\$45 00	-	-
Attleborough, .	95.10	91.10	187	7.04	57 00	28 07	4,500 00	-	\$11,800 00	180 00	\$708 00	-
Berkley, .	18.12	20.08	39	6.10	32 58	21 00	1,000 00	-	-	44 00	-	-
Dartmouth, .	92.16	89.02	181.18	6.15	32 86	17 88	3,500 00	-	-	95 00	-	-
Dighton, .	36.07	31.14	68.01	6.04	40 00	21 11	1,800 00	-	101 20	75 00	-	-
Easton, .	40.03	49	89.03	6.17	67 75	25 22	2,700 00	-	700 00	135 00	-	-
Fairhaven, .	71.13	36.10	108.03	8.05	60 57	22 37	4,500 00	-	40 00	115 00	300 00	-
Fall River, .	219.05	223.10	442.15	10.05	75 96	26 54	27,000 00	-	-	982 67	-	-
Freetown, .	23.03	24.10	47.13	5.19	31 09	22 30	1,200 00	-	-	54 31	-	-
Mansfield, .	30.05	29.05	59.10	5.19	18 00	26 32	1,515 46	-	-	95 00	60 00	-
New Bedford, .	154.14	192.02	346.16	10.04	103 53	36 76	40,910 14	-	-	2,103 62	300 00	-
Norton, .	26.18	29.09	56.07	6.05	40 00	21 89	1,500 00	-	-	-	-	-
Raynham, .	24	25	49	6.03	-	30 47	1,500 00	-	-	-	-	-
Rehoboth, .	47	46.10	93.10	6.02	33 67	18 57	1,000 00	-	-	79 00	197 74	\$336 20
Seekonk, .	26.14	25.05	51.19	6.10	-	19 98	545 14	12 00	3,181 00	60 00	190 86	264 00
Somerset, .	18	19.15	37.15	6.08	48 63	21 75	1,685 00	-	-	85 75	-	-
Swansey, .	25.15	35.08	61.03	6.04	40 91	20 18	1,762 57	-	33 00	55 00	-	-
Taunton, .	173.05	240.05	416.10	8.10	88 14	27 19	17,515 30	-	-	925 00	876 50	-
Westport, .	74.13	61.08	136.01	6.16	30 00	17 07	2,100 00	-	500 00	82 00	-	-
Totals, .	3.17	4.01	7.18	-	\$49 16	\$23 58	\$118,233 61	\$1,466 20	\$5,211 35	\$2,633 10	\$43,676 40	\$600 20

NORFOLK COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund received in 1866, according to No. children between 5 and 15 May 1, 1865.	Town's share of School Fund received in 1865—how appropriated.	
	Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
			Mos.	Days.									
Bellingham,	1	Taxation,	11	\$850 00	1	1	1	1	25	\$450 00	\$117 30	Schools.	
Braintree,	1	"	12	2,400 00	1	1	1	1	70	6,000 00	199 95	"	
Brookline,	1				1	1	1	1	1	1	218 40	Treasury.	
Canton,	1	Taxation,	10	800 00	1	1	1	1	1	1	199 20	Schools.	
Cohasset,	1	"	10	1,500 00	1	1	1	1	35	1	132 00	"	
Dedham,	1	"	10	1,800 00	1	1	1	1	170	6,000 00	300 90	"	
Dorchester,	1		10.08		1	1	1	1	1	1	425 40	"	
Dover,	1	Taxation,	8.15	1,000 00	1	1	1	1	40	1,000 00	95 40	"	
Foxborough,	1				1	1	1	1	1	1	155 10	"	
Franklin,	1				1	1	1	1	1	1	142 80	"	
Medfield,	1				1	1	1	1	1	1	96 45	"	
Medway,	1				1	1	1	1	105	450 00	172 05	"	
Milton,	2	Taxation,	10	900 00	1	20	\$900 00	1	12	1,000 00	151 05	"	
Needham,	1	"	10.09	1,130 00	1	1	1	1	65	425 00	154 80	"	
Quincy,	1	"	10	1,000 00	1	1	1	1	1	1	307 50	"	
Randolph,	1	Fund,	10	3,000 00	2	500	Free.	20	500	6,000 00	991 35	City Treas.	
Roxbury,	1				1	1	1	1	55	1,000 00	117 60	Schools.	
Sharon,	1	Taxation,	10	1,000 00	1	1	1	1	25	900 00	245 55	"	
Stoughton,	1				1	1	1	1	1	1	135 15	"	
Walpole,	1	Taxat'n & Fund.	10	1,800 00	1	1	1	5	90	4,778 00	261 45	Gen'l purposes.	
West Roxbury,	2	Taxation,	10	1,800 00	1	1	1	1	20	120 00	341 85	Schools.	
Weymouth,	1				1	1	1	1	1	1	169 85	"	
Wrentham,	1				1	1	1	1	1	1	1		
Totals,	15		-	\$18,980 00	3	520	\$900 00	44	1,212	\$28,123 00	\$5,130 60		

SCHOOL RETURNS.

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BRISTOL COUNTY—CONCLUDED.

[illegible]

PLYMOUTH COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation-1865.	PUBLIC SCHOOLS.		No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1865.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Schools.	
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	Males.	Fem.				Males.	Fem.	Males.	Fem.		
Abington, .	8,576	\$3,059,801	34	2,012	1,707	1,676	1,394	78	103	2,103	4	34	4	31	6	44	
Bridgewater, .	4,196	1,992,756	16	692	634	459	496	12	55	787	3	14	4	13	6	19	
Carver, .	1,059	459,583	7	195	202	155	173	15	43	191	-	8	1	6	1	14	
Duxbury, .	2,377	1,006,782	13	463	416	380	381	19	45	498	1	11	2	11	2	14	
E. Bridgewater, .	2,977	1,136,937	13	669	594	528	520	22	96	682	4	12	4	10	5	14	
Halifax, .	739	354,039	5	128	128	103	106	8	13	132	-	5	2	3	2	8	
Hanover, .	1,545	747,591	8	300	279	251	222	10	12	316	-	8	-	12	-	12	
Hanson, .	1,195	458,168	9	257	241	216	197	16	40	268	-	9	-	9	-	10	
Hingham, .	4,176	2,391,437	13	623	645	461	492	-	20	683	3	10	4	9	5	11	
Hull, .	260	150,864	1	32	44	26	33	5	8	53	-	1	-	1	-	1	
Kingston, .	1,626	1,334,298	8	298	301	248	258	5	38	294	1	8	5	3	5	8	
Lakeville, .	1,110	571,124	11	196	207	152	154	16	29	187	1	11	1	9	1	16	
Marion, .	960	459,009	6	212	222	171	184	11	38	193	1	5	1	5	2	5	
Marshfield, .	1,810	853,777	10	341	339	284	334	7	50	377	-	10	1	9	1	12	
Mattapoisett, .	1,451	540,118	9	172	217	144	172	3	52	289	-	5	4	3	4	7	
Middleborough, .	4,525	2,132,878	24	840	856	617	688	29	104	973	1	23	11	13	12	32	
N. Bridgewater, .	6,335	2,209,339	25	1,405	1,293	1,103	1,077	20	106	1,525	2	26	3	25	3	30	
Pembroke, .	1,488	575,993	8	279	280	201	216	11	31	310	-	8	-	8	-	12	
Plymouth, .	6,075	3,145,119	32	1,207	1,206	1,021	1,022	20	118	1,237	3	30	3	29	3	32	
Plympton, .	924	304,305	6	196	173	156	141	9	22	186	-	6	1	5	-	8	
Rochester, .	1,156	547,181	11	179	224	142	194	9	56	211	-	10	-	12	1	19	
Scituate, .	2,269	852,105	11	433	404	316	337	16	45	414	1	10	1	10	1	14	

SCHOOL RETURNS.

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BARNSTABLE COUNTY.

South Scituate, .	1,578	\$840,924	9	303	288	222	232	7	12	327	-	9	1	8	1	11
Wareham, .	2,842	882,580	13	619	531	448	312	30	40	674	-	13	3	10	3	15
W. Bridgewater, .	1,825	945,350	8	337	391	264	321	9	55	417	-	8	3	5	3	10
Totals, . . .	63,074	\$27,932,058	310	12,388	11,872	9,774	9,656	387	1,231	13,327	24	294	59	259	67	378

Barnstable, .	4,913	\$2,265,407	29	738	1,104	602	909	16	157	995	2	17	8	20	8	21
Brewster, .	1,459	801,452	8	238	294	192	249	6	57	305	-	7	1	7	1	9
Chatham, .	2,637	1,100,543	14	594	641	421	483	33	132	626	1	13	1	14	1	16
Dennis, .	3,512	1,181,339	16	772	883	549	705	28	151	772	-	16	6	11	6	22
Eastham, .	757	219,948	4	116	169	91	142	7	37	142	-	4	3	1	3	5
Falmouth, .	2,294	1,375,661	18	396	416	315	434	3	78	431	-	16	5	13	5	20
Harwich, .	3,540	1,025,217	19	694	860	510	637	38	113	828	-	19	6	13	6	25
Orleans, .	1,586	558,858	9	286	391	211	317	4	113	294	-	8	4	5	4	9
Provincetown, .	3,475	1,576,145	10	585	756	480	653	-	145	705	4	10	4	12	8	14
Sandwich, .	4,105	1,669,105	24	745	684	536	539	7	165	915	1	19	8	12	10	28
Truro, .	1,448	361,717	9	254	333	215	284	18	90	291	-	6	6	3	6	7
Wellfleet, .	2,298	700,165	15	424	596	316	469	12	137	540	-	12	8	7	8	14
Yarmouth, .	2,465	1,440,641	9	435	489	328	383	-	103	522	2	9	3	9	4	12
Totals, . . .	34,489	\$14,276,198	184	6,277	7,616	4,766	6,204	172	1,478	7,366	10	156	63	127	70	202

Marshpee, District, . . .	2	46	56	29	41	3	4	70	2	2	-	2	-	2	2	2
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PLYMOUTH COUNTY—CONTINUED.

TOWNS.	AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.		Raised by taxes for schools, including board, fuel, care of fires and school-year 1865-6.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expense of Superintending School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.
	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.						
Abington, .	147.07	147.08	294.15	8.14	\$80 00	\$22 85	\$10,000 00	\$200 00	\$700 00	-	\$318 00	-
Bridgewater, .	66	46	112	7	47 33	25 03	3,500 00	150 00	180 50	-	100 00	-
Carver, .	27.15	22.05	50	6.12	45 00	38 80	800 00	81 00	82 00	-	1,000 00	-
Duxbury, .	45.01	36.05	81.06	7.01	33 50	19 88	2,000 00	32 00	200 00	-	20,000 00	-
E. Bridgewater, .	47 01	47.01	94.02	8.04	48 33	26 50	3,000 00	-	220 75	-	-	-
Halifax, .	13	15.04	28.04	5.13	35 50	19 91	700 00	-	73 50	-	-	-
Hanover, .	23.10	23.10	47	8.14	-	21 45	1,400 00	-	-	-	-	-
Hanson, .	25.11	27.10	53.01	5.05	-	18 40	1,000 00	-	70 00	-	-	-
Hingham, .	71.05	71.05	142.10	11	48 75	26 70	5,426 99	-	385 05	34,869 35	2,348 40	-
Hull, .	5	3	8	8	-	25 00	325 00	-	21 50	-	-	-
Kingston, .	42.17	24	66.17	8.07	48 00	25 50	2,150 00	-	120 00	-	-	-
Lakeville, .	29	24.08	53.08	4.18	38 00	17 80	1,000 00	-	58 65	-	-	-
Marion, .	15	17	32	5.07	50 00	17 15	800 00	-	99 00	-	-	-
Marshfield, .	31.10	37.09	68.19	7.05	40 00	22 54	1,600 00	25 00	65 00	-	-	-
Mattapoisett, .	19.03	24.17	44	6.05	36 50	20 00	1,000 00	78 00	40 00	1,000 00	45 00	-
Middleborough, .	98.16	78.14	177.10	7.11	41 33	22 72	4,500 00	140 00	160 00	11,900 00	894 00	-
N. Bridgewater, .	122.04	78.07	200.11	7.19	71 19	25 51	7,000 00	-	209 77	286 50	17 19	-
Pembroke, .	27.05	28	55.05	6.17	-	21 25	1,200 00	84 00	142 90	-	-	-
Plymouth, .	134	147	281	8.15	65 33	25 85	12,000 00	-	1,225 00	-	-	-
Plymouth, .	23.11	19.16	43.07	7.04	37 00	22 00	800 00	183 00	65 00	-	-	-
Rochester, .	26.02	33.15	59.17	5.08	-	20 01	1,200 00	20 00	78 00	-	-	-
Scituate, .	75.03	27.15	102.18	9.07	60 00	18 68	2,500 00	25 25	-	-	-	-

SCHOOL RETURNS.

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BARNSTABLE COUNTY—CONTINUED.

South Scituate, .	43.15	32.05	76	8.08	\$42 00	\$21 35	\$1,700 00	-	\$164 85	-	-
Wareham, .	47.05	32	79.05	6	44 00	24 50	2,500 00	-	140 67	-	-
W. Bridgewater, .	24.15	25.10	50.05	6.07	39 00	25 75	1,700 00	\$40 00	120 00	-	-
Totals, . .	3.19	3.09	7.08	-	\$47 54	\$23 01	\$69,801 99	\$1,058 25	\$4,621 64	\$74,355 85	\$4,722 59
Barnstable, .	52.05	85.15	138	6.07	\$58 60	\$30 20	\$7,000 00	\$212 00	\$356 00	\$2,000 00	\$146 00
Brewster, .	23.15	26.05	50	8.10	50 00	27 00	1,800 00	-	80 00	-	-
Chatham, .	98	31.10	129.10	9.05	73 17	21 95	3,500 00	-	221 40	-	-
Dennis, .	102.15	50.11	153.06	8.04	45 83	22 35	3,000 00	1,455 75	61 50	-	-
Eastham, .	14	10.10	24.10	6.03	46 33	18 46	700 00	-	66 50	-	-
Falmouth, .	56	56	112	6.04	35 59	19 83	2,500 00	358 00	179 00	10,000 00	400 00
Harwich, .	58	82.05	140.05	7.06	47 05	17 45	3,500 00	100 00	125 00	-	-
Orleans, .	40	27	67	8	55 00	20 00	1,800 00	-	75 00	-	-
Provincetown, .	65	35	100	10	68 75	17 50	5,000 00	-	95 00	-	-
Sandwich, .	71.10	71.10	143	6	54 00	23 25	5,000 00	4 00	167 01	2,000 00	120 00
Truro, .	18	27	45	6	46 00	16 00	1,400 00	-	90 00	-	-
Wellfleet, .	48	45	93	6.10	55 00	20 00	2,500 00	-	80 00	-	\$106 00
Yarmouth, .	40.10	40.10	81	9	75 00	33 44	3,500 00	-	125 00	16,000 00	960 00
Totals, . .	3.15	3.04	6.19	-	\$54 64	\$22 11	\$41,200 00	\$2,129 75	\$1,721 41	\$30,000 00	\$1,626 00
Marshpee, Dist., .	3.16	3.10	7.06	7.06	\$40 00	\$28 00	\$125 00	-	\$15 00	-	-

PLYMOUTH COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCORP. ACADEMIES.				UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.				Town's share of School Fund received in 1865	Town's share of School Fund received in 1866, according to No. children between 8 and 15 May 1, 1866.	Schools.
	Number.	How supported.	Length.		Salary of Principal.	Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.				
			Mos.	Days.											
Abington, .	4	Taxation, .	*10		\$800 00	1	70	\$1,680 00	1	32	\$450 00	\$390 45	"		
Bridgewater, .	1	-	-	-	-	1	-	-	2	-	-	193 05	"		
Carver, .	-	-	-	-	-	-	-	-	-	-	-	103 65	"		
Duxbury, .	-	-	-	-	-	1	-	-	3	50	75 00	149 70	"		
E. Bridgewater, .	1	Taxation, .	8	500 00	-	1	-	-	3	95	160 41	177 30	"		
Halifax, .	-	-	-	-	-	-	-	-	-	-	-	94 80	"		
Hanover, .	-	-	-	-	-	1	32	700 00	1	45	1,000 00	122 40	"		
Hanson, .	-	-	-	-	-	-	-	-	-	-	-	115 20	"		
Hingham, .	-	-	-	-	-	1	60	1,500 00	1	26	400 00	177 45	"		
Hull, .	-	-	-	-	-	-	-	-	-	-	-	82 95	"		
Kingston, .	-	-	-	-	-	-	-	-	1	12	720 00	119 10	"		
Lakeville, .	-	-	-	-	-	-	-	-	-	-	-	103 05	"		
Marion, .	-	-	-	-	-	-	-	-	5	161	350 00	103 95	"		
Marshfield, .	-	-	-	-	-	-	-	-	-	-	-	131 55	"		
Mattapoisett, .	-	-	-	-	-	-	-	-	2	40	120 00	118 35	"		
Middleborough, .	-	-	-	-	-	2	200	3,700 00	1	16	800 00	220 95	"		
N. Bridgewater, .	1	Taxation, .	10.00	1,000 00	-	-	-	-	6	215	315 00	303 75	"		
Pembroke, .	-	-	-	-	-	-	-	-	1	23	500 00	121 50	"		
Plymouth, .	1	Taxation, .	10.00	1,000 00	-	-	-	-	3	75	900 00	260 55	"		
Plympton, .	-	-	-	-	-	-	-	-	-	-	-	102 90	"		
Rochester, .	-	-	-	-	-	-	-	-	2	41	820 00	106 65	"		
Scituate, .	1	Taxation, .	9	540 00	-	-	-	-	-	-	-	137 10	"		

SCHOOL RETURNS.

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South Scituate, .	-	-	-	-	-	-	-	\$124 05	Schools.
Wareham, .	-	-	-	-	-	-	-	158 49	"
W. Bridgewater, .	-	-	-	-	-	-	-	137 55	"
Totals, . . .	8	-	-	6	362	\$7,580 00	\$7,610 41	\$3,856 44	

BARNSTABLE COUNTY—CONCLUDED.

Barnstable, .	-	-	-	-	-	-	-	5	190	\$530 00	\$224 25	Schools.
Brewster, .	-	-	-	-	-	-	-	2	20	200 00	120 75	"
Chatham, .	1	-	10.05	-	-	\$750 00	-	-	-	-	168 90	"
Dennis, .	-	-	-	-	-	-	-	1	50	1,000 00	190 80	"
Eastham, .	-	-	-	-	-	-	-	2	65	70 00	96 30	"
Falmouth, .	-	-	-	1	22	\$200 00	-	5	75	100 00	139 65	"
Harwich, .	-	-	-	1	60	400 00	-	2	65	700 00	199 20	"
Orleans, .	-	-	-	-	-	-	-	-	-	-	119 10	"
Provincetown, .	1	-	10	-	-	800 00	-	2	40	200 00	180 75	"
Sandwich, .	1	-	11	1	25	632 50	-	-	-	-	212 25	"
Truro, .	-	-	-	-	-	-	-	-	-	-	118 65	"
Wellfleet, .	-	-	-	-	-	-	-	-	-	-	156 00	"
Yarmouth, .	-	-	-	-	-	-	-	-	-	-	153 30	"
Totals, . . .	3	-	-	3	107	\$750 00	\$2,182 50	19	505	\$2,800 00	\$2,079 90	
Marshpee, Dist., .	-	-	-	-	-	-	-	-	-	-	-	Schools.

* Each.

DUKES COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.		No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1865.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Schools.	
												SUMMER.		-WINTER.		Males.	Fem.
			Males.	Fem.	Males.	Fem.	Males.	Fem.				Males.	Fem.				
Chilmark, .	547	\$350,801	3	82	104	64	79	2	5	94		-	3	2	2	2	4
Edgartown, .	1,846	1,035,467	8	337	304	283	240	11	79	375		2	10	1	11	2	11
Gosnold, .	108	112,993	1	16	12	12	7	-	5	19		1	-	1	-	1	-
Tisbury, .	1,699	684,714	9	333	323	251	256	8	50	350		4	7	6	6	7	9
Totals, .	4,200	\$2,183,975	21	768	743	610	582	21	139	838		7	20	10	19	12	24

NANTUCKET COUNTY.

Nantucket, .	4,830	\$2,152,568	10	802	754	611	604	-	101	753		3	19	3	18	3	26
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SCHOOL RETURNS.

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DUKES COUNTY—CONTINUED.

TOWNS.	AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1865-6.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as appropriated to Schools, that may be so appropriated or not.
	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.									
Chilmark, .	9	9.10	18.10	6.03	\$45 00	\$20 00	\$550 00	-	\$47 00	-	-	-
Edgartown, .	22	34.10	56.10	7.01	69 02	18 80	2,200 00	-	150 00	-	-	-
Gosnold, .	3	2.10	5.10	5.10	28 00	-	100 00	\$66 00	-	-	-	-
Tisbury, .	23.08	28.08	51.16	5	38 17	17 29	1,800 00	-	75 00	\$5,000 00	\$250 00	-
Totals, .	2.15	3.11	6.06	-	\$45 05	\$18 69	\$4,650 00	\$66 00	\$272 00	\$5,000 00	\$250 00	-

NANTUCKET COUNTY—CONTINUED.

Nantucket, .	6.12	5.68	12	10.15	\$69 84	\$19 38	\$8,000 00	-	\$115 00	\$25,000 00	\$1,500 00	-
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DUKES COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCORP. ACADEMIES.				UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.				Town's share of School Fund received in 1865—how appropriated.
	Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.		
			Mos.	Days.									
Chilmark, .	1	—	—	—	—	1	—	—	4	125	\$600 00	\$89 10	Schools.
Edgartown, .	1	Taxation, .	8.10	\$1,000 00	—	—	—	—	1	—	—	131 25	"
Gosnold, .	—	—	—	—	—	—	—	—	—	—	—	77 85	"
Tisbury, .	—	—	—	—	—	1	25	\$300 00	4	—	300 00	127 50	"
Totals, .	1	—	—	\$1,000 00	—	1	25	\$300 00	8	125	\$900 00	\$425 70	

NANTUCKET COUNTY—CONCLUDED.

Nantucket, .	1	Taxation, .	10.15	\$1,000 00	1	37	\$260 00	1	32	\$296 00	\$187 95	Schools.
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SCHOOL RETURNS.

RECAPITULATION.

COUNTIES.	Population—State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.	Number of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1865.
				In Sum. ^r	In Winter.	In Sum. ^r	In Winter.			
Suffolk, . . .	208,219	\$387,276,700 00	829	30,431	30,514	27,901	28,054	7	1,745	38,465
Essex, . . .	171,192	90,393,467 00	516	29,465	29,214	23,175	23,270	408	2,058	34,118
Middlesex, . .	220,618	155,324,723 00	699	45,906	45,869	34,562	34,995	670	3,836	44,695
Worcester, . .	162,923	80,857,766 00	772	31,444	31,439	24,737	25,561	968	4,046	33,897
Hampshire, . .	39,199	20,510,994 00	255	7,323	7,667	5,829	6,254	247	1,016	8,044
Hampden, . . .	64,438	33,253,177 00	296	11,124	10,666	8,318	8,455	352	1,038	12,007
Franklin, . . .	31,342	13,048,120 00	269	5,904	6,531	4,920	5,445	322	1,123	6,664
Berkshire, . .	56,966	27,937,444 00	310	10,717	10,924	7,686	8,114	446	837	11,940
Norfolk, . . .	116,334	95,097,794 00	463	22,082	21,518	17,725	17,624	433	1,800	24,607
Bristol, . . .	89,505	59,464,668 00	323	16,217	16,302	12,269	12,499	347	1,670	18,532
Plymouth, . .	63,074	27,932,058 00	310	12,388	11,872	9,774	9,656	387	1,231	13,327
Barnstable,* .	34,489	14,276,198 00	186	6,323	7,672	4,795	6,245	175	1,482	7,436
Dukes, . . .	4,200	2,183,975 00	21	768	743	610	582	21	139	838
Nantucket, . .	4,830	2,152,568 00	10	802	754	611	604	—	101	753
Totals, . . .	1,267,329	\$1,009,709,652 00	4,759	230,894	231,685	182,912	187,358	4,783	22,122	255,323

* Including Marshpee District.

BOARD OF EDUCATION.

RECAPITULATION—CONTINUED.

COUNTIES.	NO. OF TEACHERS IN PUBLIC SCHOOLS.		Average length of Public Schools.		Average Wages of Male Teachers per month, including the value of board.	Average Wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of board, fuel, care of fires and school-rooms, for the school-year 1865-6.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.
	SUMMER.	WINTER.	Males.	Females.						
Suffolk, . . .	123	1,170	11.03		\$123 87	\$39 12	\$495,419 29	-	\$7,000 00	\$492 15
Essex, . . .	173	1,092	9.04		64 97	25 79	226,480 23	\$871 00	221,735 15	12,052 30
Middlesex, . .	219	1,655	8.13		79 32	27 76	403,432 50	1,448 50	168,134 29	9,396 75
Worcester, . .	203	1,428	6.12		49 48	24 35	188,764 27	1,962 19	62,132 68	4,152 95
Hampshire, . .	56	467	6.14		40 24	22 58	43,881 00	5,639 80	127,414 08	8,627 76
Hampden, . . .	60	581	7.11		50 52	22 29	83,453 00	5,454 87	85,630 06	5,119 06
Franklin, . . .	50	460	5.08		38 77	21 23	32,212 61	4,970 14	29,868 83	2,292 12
Berkshire, . .	70	547	7		40 52	22 06	45,921 60	9,695 41	20,531 38	1,172 20
Norfolk, . . .	144	842	9.07		80 54	28 66	231,602 29	371 00	178,315 99	12,310 08
Bristol, . . .	98	729	7.18		49 16	23 58	118,233 61	1,466 20	43,676 40	2,633 10
Plymouth, . .	83	553	7.08		47 54	23 01	69,801 99	1,058 25	74,355 85	4,722 59
Barnstable *	75	285	6.19		53 60	22 53	41,325 00	2,129 75	30,000 00	1,626 00
Dukes, . . .	17	39	6.06		45 05	18 69	4,650 00	66 00	5,000 00	250 00
Nantucket, . .	6	37	12		69 84	19 38	8,000 00	-	25,000 00	1,500 00
Totals, . . .	1,377	9,885	7.19		\$59 53	\$24 36	\$1,993,177 39	\$35,133 11	\$1,078,794 71	\$66,347 06

* Including Marshpee District.

SCHOOL RETURNS.

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RECAPITULATION—CONCLUDED.

COUNTIES.	Income of Funds, as of Surplus Revenue, ap- propriated to Schools, that may be so appro- priated or not.	HIGH SCHOOLS.	INCORPORATED ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund received in 1886, according to No. chil- dren between 8 and 15 May 1, 1885.	Expense of Superin- tendence.
			Number.	Avg No. of Scholars.	Aggregate p'd for Tuition.	Number.	Avg No. of Scholars.	Aggregate p'd for Tuition.		
Suffolk, . . .	-	2	†	-	-	64	1,968	\$192,189 00	\$6,059 73	\$8,625 50
Essex, . . .	\$1,320 33	20	7	517	\$10,348 00	89	3,646	31,735 67	7,667 70	6,836 67
Middlesex, . . .	-	33	7	490	24,964 00	90	2,337	54,154 00	10,573 70	12,967 66
Worcester, . . .	569 87	25	5	169	10,793 00	74	2,073	25,822 30	9,240 74	9,636 40
Hampshire, . . .	236 98	6	4	400	30,955 25	21	348	5,565 50	2,922 45	2,303 86
Hampden, . . .	183 00	6	3	439	12,591 50	26	596	15,562 00	3,376 05	4,362 10
Franklin, . . .	347 54	4	4	128	1,933 06	31	751	5,464 30	2,926 68	1,793 97
Berkshire, . . .	633 41	5	3	105	2,625 00	50	942	18,854 00	3,988 71	2,044 39
Norfolk, . . .	665 89	15	3	520	900 00	44	1,212	28,123 00	5,130 60	7,223 62
Bristol, . . .	600 20	5	5	265	14,815 50	48	1,001	17,371 00	4,204 80	5,211 35
Plymouth, . . .	-	8.	6	362	7,580 00	32	851	7,610 41	3,856 44	4,621 64
Barnstable,* . . .	106 00	3	3	107	750 00	19	505	2,800 00	2,079 90	1,736 41
Dukes, . . .	-	1	1	25	300 00	8	125	900 00	425 70	272 00
Nantucket, . . .	-	1	1	37	260 00	1	32	296 00	187 95	115 00
Totals, . . .	\$4,662 72	134	52	3,564	\$118,815 31	596	16,387	\$226,447 18	\$62,641 15	\$67,750 57

* Including Marshpee District.

† Some 3,800 children are educated in Charitable Institutions.

RETURNS OF SCHOOLS IN STATE CHARITABLE AND REFORMATORY INSTITUTIONS.

STATE INSTITUTIONS.	No. of Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Number between 5 and 15 years of age May 1, 1865.	No. of Teachers.				Number of different Teachers.		Length of Schools.	Wages of Teachers per Month.	
		In term including Summer.	In term including Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Males.	Females.		Males.	Females.
									Males.	Females.	Males.	Females.					
Almsbouse at Bridgewater,	2	121	138	110	130	7	5	109	1	2	—	2	—	2	10	—	\$200 00*
“ at Tewksbury, .	2	155	220	122	170	20	15	159	1	3	1	3	1	4	12	\$33 00†	13 00†
“ at Monson, .	5	481	365	267	266	20	6	318	—	6	—	6	—	9	12	—	20 00†
Indus. School at Lancaster,	5	190	176	147	140	—	61	86	—	5	—	5	—	9	12	—	20 83
Nautical School, . .	2	333	285	247	165	—	167	60	2	—	1	—	2	—	12	183 00	—
Reform Sch'l at Westboro',	1	325	325	325	325	—	20	307	2	6	2	6	4	9	12	500 00\$	250 00\$

* Per year.

† And board.

‡ Assistants, \$13 and board.

§ For the year and board.

GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1865-6, also its rank in a similar scale for 1864-5. It presents the sum appropriated to each child between 5 and 15. Brookline continues to be first on the list.

GRADUATED TABLES—FIRST SERIES.

*Table, showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.**

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE, .	\$20 76.2	\$19,848 88	—	—	956	—
2	2	Nahant, . .	19 71.8	1,400 00	—	—	71	—
3	3	Dorchester, .	15 62.5	36,500 00	—	—	2,336	—
7	4	Brighton, . .	14 05.9	10,558 13	—	—	751	—
12	5	Milton, . . .	13 80.7	7,000 00	—	—	507	—
15	6	W. Cambridge,	13 78	7,510 00	—	—	545	\$210 00
5	7	Belmont, . .	13 60	3,400 00	—	—	250	—
9	8	Newton, . . .	13 35.1	26,408 09	—	—	1,978	—
4	9	Boston, . . .	13 16.1	459,365 29	—	—	34,902	—
25	10	Watertown, .	13 10.1	9,275 50	—	—	708	—
8	11	Somerville, .	12 79.7	24,800 00	—	—	1,938	—
10	12	West Roxbury,	12 54.3	15,591 20	—	—	1,243	—
6	13	North Chelsea,	11 04	1,854 00	—	—	168	—
20	14	Charlestown, .	10 80.3	53,486 84	—	—	4,951	—
26	15	Nantucket, . .	10 62.4	8,000 00	—	—	753	—
13	16	New Bedford,	10 62	40,910 14	—	—	3,852	—
21	17	Roxbury, . .	10 62	64,877 99	—	—	6,109	—
32	18	Swampscott, .	10 30.9	3,000 00	—	—	291	—
17	19	Cambridge, .	10 28.5	71,984 61	—	—	6,999	—
16	20	Dedham, . . .	10 21.2	15,380 00	—	—	1,506	300 00
19	21	Concord, . .	10 16.9	4,200 00	—	—	413	—
18	22	Chelsea, . . .	10 11	33,000 00	—	—	3,264	—
60	23	Needham, . .	10 05.4	5,348 82	—	—	532	—
11	24	Lexington, . .	10 04.8	4,200 00	—	—	418	70 00
51	25	Chicopee, . .	9 76.2	12,710 00	—	—	1,302	—
14	26	Lowell, . . .	9 75.6	50,000 00	—	—	5,125	—
39	27	Springfield, .	9 75.5	36,139 00	\$81 00	36,220 00	3,713	—
29	28	Plymouth, . .	9 70.1	12,000 00	—	—	1,237	—
27	29	Medford, . . .	9 65.7	11,211 78	—	—	1,161	—
77	30	Lunenburg, . .	9 36.4	1,648 00	—	—	176	40 00
50	31	Fairhaven, . .	9 31.7	4,500 00	—	—	483	40 00
37	32	Winthrop, . .	9 16	1,200 00	—	—	131	—
34	33	Melrose, . . .	9 15.7	5,594 77	—	—	611	—

* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

SCHOOL RETURNS.

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For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated to each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
35	34	Malden, . . .	\$9 10.9	\$14,000 00	-	-	1,537	-
54	35	Salem, . . .	8 98.2	35,218 82	-	-	3,921	-
23	36	Winchester, .	8 94	4,300 00	-	-	481	-
53	37	Greenfield, .	8 84.7	5,600 00	-	-	633	\$200 00
90	38	Foxborough, .	8 80.1	4,700 00	-	-	534	-
30	39	Weston, . . .	8 47.5	2,000 00	-	-	236	-
71	40	Sunderland, .	8 24.2	1,500 00	-	-	182	-
24	41	Worcester, .	8 10.8	48,512 40	-	-	5,983	-
45	42	Quincy, . . .	7 98.4	12,375 00	-	-	1,550	-
49	43	Hingham, . .	7 94.6	5,426 99	-	-	683	-
57	44	Ashby, . . .	7 87.9	1,300 00	-	-	165	40 00
48	45	Amherst, . .	7 87.4	5,000 00	-	-	635	100 00
56	46	Reading, . . .	7 84.3	4,000 00	-	-	510	85 00
33	47	Waltham, . .	7 83.6	10,696 45	-	-	1,365	-
42	48	Lawrence, . .	7 81.7	28,241 83	-	-	3,613	-
28	49	Swansey, . .	7 79.9	1,762 57	-	-	226	33 00
38	50	Burlington, .	7 69.2	800 00	-	-	104	-
66	51	Bedford, . . .	7 59.5	1,200 00	-	-	158	-
139	52	Dracut, . . .	7 52.7	2,100 00	-	-	279	-
52	53	Walpole, . . .	7 48.1	3,000 00	-	-	401	-
89	54	Saugus, . . .	7 47.3	3,205 96	-	-	429	-
127	55	Westfield, . .	7 47	8,000 00	-	-	1,071	-
40	56	South Danvers,	7 44.7	10,708 00	\$335 17	11,043 17	1,483	-
186	57	Ashfield, . . .	7 42.6	1,500 00	-	-	202	561 00
78	58	Lancaster, . .	7 40.7	2,000 00	-	-	270	-
75	59	Shirley, . . .	7 40.7	1,800 00	-	-	243	-
86	60	Leicester, . .	7 36.6	4,000 00	-	-	543	-
41	61	Stoneham, . .	7 33	4,200 00	-	-	573	-
63	62	Longmeadow, .	7 32.6	2,000 00	-	-	273	24 50
65	63	Kingston, . .	7 31.3	2,150 00	-	-	294	-
43	64	Framingham, .	7 22.2	6,500 00	-	-	900	70 00
147	65	Methuen, . . .	7 21.6	3,500 00	-	-	485	-
61	66	South Reading,	7 17.4	5,000 00	-	-	697	30 00
131	67	Wales, . . .	7 14.3	750 00	-	-	105	-
80	68	Provincetown, .	7 09.2	5,000 00	-	-	705	-
47	69	Greenwich, . .	7 08	800 00	-	-	113	-
112	70	Barnstable, . .	7 03.5	7,000 00	-	-	995	212 00
46	71	Lynn, . . .	7 02.4	30,687 42	-	-	4,369	-
58	72	Newburyport, .	6 96.6	20,856 29	-	-	2,994	-
36	73	Lincoln, . . .	6 90	1,000 00	-	-	145	-
105	74	Acushnet, . . .	6 87.3	2,000 00	-	-	291	-
85	75	Harvard, . . .	6 86.8	1,875 00	-	-	273	-
67	76	Tyngsborough, .	6 86.2	700 00	-	-	102	12 00
69	77	Cohasset, . . .	6 84.2	2,600 00	-	-	380	-
141	78	Ware, . . .	6 71.5	4,600 00	-	-	685	-
44	79	New Braintree, .	6 71.1	1,000 00	-	-	149	-
109	80	Yarmouth, . . .	6 70.5	3,500 00	-	-	522	-
258	81	Northbridge, .	6 67.8	4,000 00	-	-	599	-
68	82	Southborough, .	6 64.7	2,300 00	-	-	346	50 00

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus when appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
55	83	Barre, . . .	\$6 62.7	\$3,300 00	-	-	498	\$50 00
70	84	Beverly, . . .	6 62.5	7,500 00	-	-	1,132	360 00
76	85	Fitchburg, . . .	6 58.7	11,000 00	-	-	1,670	-
72	86	Holliston, . . .	6 55.7	4,400 00	-	-	671	-
91	87	Leominster, . . .	6 53.5	3,979 96	-	-	609	-
162	88	Brookfield, . . .	6 51	2,500 00	-	-	384	-
73	89	Fall River, . . .	6 48.4	27,000 00	-	-	4,164	-
74	90	Gloucester, . . .	6 36.4	14,950 00	-	-	2,349	-
83	91	Woburn, . . .	6 31.6	9,500 00	-	-	1,504	500 00
22	92	Medfield, . . .	6 30	900 00	-	-	143	-
99	93	Holyoke, . . .	6 28.9	7,000 00	-	-	1,113	-
79	94	Haverhill, . . .	6 23.6	12,000 00	\$521 18	12,521 18	2,008	-
102	95	Georgetown, . . .	6 22	2,550 00	-	-	410	-
62	96	Littleton, . . .	6 22	1,300 00	-	-	209	-
31	97	Clinton, . . .	6 21.4	5,573 70	-	-	897	-
159	98	Bradford, . . .	6 19.2	2,000 00	-	-	323	-
106	99	Hadley, . . .	6 14.7	2,600 00	-	-	423	30 00
113	100	Hull, . . .	6 13.2	325 00	-	-	53	-
97	101	Orleans, . . .	6 12.2	1,800 00	-	-	294	-
140	102	Lynnfield, . . .	6 10.7	800 00	-	-	131	10 00
191	103	Scituate, . . .	6 03.9	2,500 00	-	-	414	25 25
118	104	No. Andover, . . .	6 02.4	3,000 00	-	-	498	-
138	105	Hardwick, . . .	6 02	1,800 00	-	-	299	125 25
108	106	Northampton, . . .	6 00.6	10,000 00	-	-	1,665	-
136	107	Sudbury, . . .	6 00	1,500 00	-	-	250	-
194	108	Marlborough, . . .	5 97.7	9,700 00	-	-	1,623	20 50
129	109	Monterey, . . .	5 94.7	800 00	104 00	904 00	152	550 00
246	110	Douglas, . . .	5 91	2,500 00	-	-	423	-
87	111	Weymouth, . . .	5 90.2	10,500 00	-	-	1,779	-
143	112	Brewster, . . .	5 90.1	1,800 00	-	-	305	-
124	113	Dover, . . .	5 88.2	800 00	-	-	136	-
120	114	Edgartown, . . .	5 86.7	2,200 00	-	-	375	-
116	115	Dalton, . . .	5 85.9	1,500 00	-	-	256	117 00
179	116	Chilmark, . . .	5 85.1	550 00	-	-	94	-
132	117	Essex, . . .	5 84.8	2,000 00	-	-	342	70 00
156	118	Falmouth, . . .	5 80	2,500 00	-	-	431	358 00
125	119	Upton, . . .	5 79.8	2,058 25	-	-	355	74 00
94	120	Danvers, . . .	5 75.9	6,300 00	300 00	6,600 00	1,146	-
184	121	Brimfield, . . .	5 75.2	1,300 00	-	-	226	-
180	122	Deerfield, . . .	5 72.7	4,054 71	-	-	708	483 50
100	123	Berkley, . . .	5 71.4	1,000 00	-	-	175	-
59	124	Sherborn, . . .	5 71.4	1,200 00	-	-	210	20 00
96	125	South Hadley, . . .	5 69.5	2,500 00	-	-	439	180 00
104	126	Rochester, . . .	5 68.7	1,200 00	-	-	211	20 00
88	127	Wayland, . . .	5 64.9	1,350 00	-	-	239	42 00
149	128	Franklin, . . .	5 64.7	2,552 40	-	-	452	-
167	129	Chatham, . . .	5 60	3,500 00	-	-	626	-
158	130	Charlton, . . .	5 59	2,090 49	-	-	374	-
117	131	Sterling, . . .	5 57.8	1,800 00	79 95	1,879 95	337	75 00

SCHOOL RETURNS.

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For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
119	132	Dunstable, . .	\$5 55.6	\$500 00	-	-	90	\$27 00
84	133	Granby, . .	5 55.6	1,000 00	-	-	180	145 00
201	134	Petersham, . .	5 55.6	1,600 00	-	-	288	36 00
144	135	Templeton, . .	5 55.6	2,500 00	-	-	450	-
64	136	Seekonk, . .	5 54.2	545 14	\$264 00	\$809 14	146	12 00
168	137	Marblehead, . .	5 51	8,000 00	-	-	1,452	-
166	138	Paxton, . .	5 51	700 00	-	-	127	-
244	139	Warwick, . .	5 49.5	900 00	50 68	950 68	173	-
128	140	Ashland, . .	5 49.1	1,900 00	-	-	346	-
234	141	Sandwich, . .	5 46.4	5,000 00	-	-	915	4 00
111	142	Bellingham, . .	5 46.3	1,400 00	140 63	1,540 63	282	-
122	143	Billerica, . .	5 45.5	1,800 00	-	-	330	-
93	144	Dighton, . .	5 45.5	1,800 00	-	-	330	-
185	145	Prescott, . .	5 45.5	600 00	-	-	110	175 00
294	146	W. Brookfield, . .	5 45	2,000 00	-	-	367	-
295	147	Hinsdale, . .	5 44.4	1,900 00	-	-	349	125 00
268	148	Westhampton, . .	5 44.2	800 00	-	-	147	332 00
171	149	Canton, . .	5 43.5	4,500 00	-	-	828	50 00
173	150	Manchester, . .	5 41.1	2,040 00	-	-	377	-
137	151	Taunton, . .	5 38.9	17,515 30	-	-	3,250	-
219	152	Pelham, . .	5 38.6	781 00	-	-	145	-
101	153	Lakeville, . .	5 34.8	1,000 00	-	-	187	-
317	154	Florida, . .	5 33.3	800 00	-	-	150	375 00
150	155	Groton, . .	5 32.7	3,500 00	-	-	657	-
81	156	Wrentham, . .	5 31.3	3,000 00	341 86	3,341 86	629	-
95	157	Halifax, . .	5 30.3	700 00	-	-	132	-
203	158	Enfield, . .	5 29.1	1,000 00	-	-	189	-
133	159	Natick, . .	5 28.6	6,000 00	-	-	1,135	27 00
265	160	Belchertown, . .	5 28.2	3,000 00	-	-	568	209 00
199	161	Townsend, . .	5 27.7	2,000 00	-	-	379	56 00
114	162	Gosnold, . .	5 26.3	100 00	-	-	19	66 00
262	163	Lenox, . .	5 24.5	1,500 00	-	-	286	129 00
176	164	Rockport, . .	5 24.4	3,400 00	98 00	3,498 00	667	-
226	165	Athol, . .	5 23.6	3,100 00	-	-	592	-
146	166	Uxbridge, . .	5 21.7	3,150 00	220 00	3,370 00	646	-
142	167	Westborough, . .	5 20.8	3,000 00	-	-	576	16 00
151	168	So. Scituate, . .	5 20	1,700 00	-	-	327	-
92	169	Hatfield, . .	5 19	1,500 00	-	-	289	-
188	170	Acton, . .	5 18.1	2,000 00	-	-	386	-
273	171	Orange, . .	5 14.3	1,800 00	-	-	350	-
239	172	Tisbury, . .	5 14.3	1,800 00	-	-	350	-
160	173	Grafton, . .	5 12.7	4,220 00	86 40	4,306 40	840	13 00
204	174	Princeton, . .	5 12.3	1,250 00	-	-	244	21 00
249	175	Heath, . .	5 10.9	700 00	-	-	137	270 00
291	176	Holden, . .	5 10.3	1,954 47	-	-	383	-
257	177	Chelmsford, . .	5 09.2	2,500 00	-	-	491	-
98	178	Millbury, . .	5 07.3	4,500 00	-	-	887	-
135	179	Whately, . .	5 05	1,100 00	-	-	218	102 00
154	180	Boxford, . .	5 01	900 00	65 98	965 98	193	-

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
218	181	Randolph, . . .	\$4 98.9	\$7,000 00	-	-	1,403	-
152	182	Sharon, . . .	4 97	1,228 00	\$183 43	\$1,411 43	284	-
130	183	Webster, . . .	4 93.9	2,850 00	-	-	577	-
134	184	Eastham, . . .	4 93	700 00	-	-	142	-
210	185	Westford, . . .	4 91.2	1,400 00	-	-	285	\$70 00
183	186	Boylston, . . .	4 90.2	750 00	-	-	153	20 00
240	187	Amesbury, . . .	4 88.4	4,000 00	-	-	819	380 00
121	188	Goshen, . . .	4 87.8	400 00	-	-	82	176 00
242	189	Stoughton, . . .	4 83.7	5,500 00	-	-	1,187	-
148	190	Dartmouth, . . .	4 82.8	3,500 00	-	-	725	101 20
209	191	Wellfleet, . . .	4 82.6	2,500 00	106 00	2,606 00	540	-
315	192	Pittsfield, . . .	4 81.8	8,750 00	-	-	1,816	200 00
197	193	Truro, . . .	4 81.1	1,400 00	-	-	291	-
170	194	Plainfield, . . .	4 80.8	500 00	-	-	104	334 00
165	195	Braintree, . . .	4 80.2	4,000 00	-	-	833	-
290	196	Wenham, . . .	4 78.5	1,000 00	-	-	209	-
190	197	Worthington, . .	4 78.3	800 00	146 98	946 98	198	1,062 60
283	198	Shelburne, . . .	4 77.7	1,500 00	-	-	314	550 00
272	199	Alford, . . .	4 76.2	300 00	-	-	63	15 00
202	200	Abington, . . .	4 75.5	10,000 00	-	-	2,103	200 00
271	201	Ludlow, . . .	4 72.7	1,300 00	-	-	275	200 00
155	202	Hamilton, . . .	4 70.6	800 00	-	-	170	-
157	203	Bolton, . . .	4 68.9	1,524 00	-	-	325	60 00
255	204	Newbury, . . .	4 67.6	1,300 00	-	-	278	-
82	205	Boxborough, . . .	4 67.3	500 00	-	-	107	15 00
216	206	Hawley, . . .	4 66.7	700 00	-	-	150	284 50
217	207	Salisbury, . . .	4 66	3,500 00	-	-	751	-
215	208	Montgomery, . . .	4 65.1	400 00	-	-	86	336 50
256	209	Medway, . . .	4 63.7	3,000 00	-	-	647	21 00
192	210	Spencer, . . .	4 63.4	2,850 00	-	-	615	-
181	211	Mendon, . . .	4 62.8	1,200 00	137 51	1,337 51	289	-
211	212	Middleborough, . .	4 62.5	4,500 00	-	-	973	140 00
193	213	N. Bridgewater, . .	4 59	7,000 00	-	-	1,525	-
115	214	Hubbardston, . . .	4 58.9	1,528 00	-	-	333	35 00
182	215	Phillipston, . . .	4 57.5	700 00	-	-	153	37 00
250	216	Raynham, . . .	4 55.9	1,500 00	-	-	329	-
123	217	Tewksbury, . . .	4 54.5	1,200 00	-	-	264	46 00
200	218	Chesterfield, . . .	4 52	800 00	-	-	177	487 20
103	219	Ipswich, . . .	4 51.2	3,100 00	-	-	687	-
195	220	Cummington, . . .	4 50.5	1,000 00	-	-	222	580 00
198	221	Monson, . . .	4 48.8	2,500 00	-	-	557	250 00
276	222	Montague, . . .	4 47.6	1,500 00	165 12	1,665 12	372	250 00
243	223	Westminster, . . .	4 45.1	1,500 00	-	-	337	47 54
161	224	Bridgewater, . . .	4 44.7	3,500 00	-	-	787	150 00
145	225	New Salem, . . .	4 44.4	1,000 00	-	-	225	150 00
302	226	Rowley, . . .	4 44.4	1,200 00	-	-	270	51 00
238	227	Shrewsbury, . . .	4 44.4	1,400 00	-	-	315	18 00
304	228	Williamstown, . . .	4 44.1	2,500 00	-	-	563	500 00
237	229	Hanover, . . .	4 43	1,400 00	-	-	316	-

SCHOOL RETURNS.

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For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
169	230	Northborough,	\$4 42.8	\$1,200 00	-	-	271	\$125 00
205	231	Milford, . .	4 42.1	10,000 00	-	-	2,262	-
263	232	Topsfield, . .	4 40.5	1,000 00	-	-	227	-
301	233	Leyden, . .	4 40	550 00	-	-	125	328 00
260	234	E. Bridgewater,	4 39.9	3,000 00	-	-	682	-
259	235	West Newbury,	4 37	2,014 41	-	-	461	-
214	236	Stow, . . .	4 33.3	1,300 00	-	-	300	90 00
220	237	Andover, . .	4 33.1	4,500 00	-	-	1,039	-
196	238	Middleton, . .	4 32.7	900 00	-	-	208	-
163	239	Carlisle, . .	4 31.3	556 33	-	-	129	-
126	240	Otis, . . .	4 30.1	800 00	-	-	186	500 00
281	241	Plympton, . .	4 30	800 00	-	-	186	183 00
225	242	Winchendon, .	4 28.1	2,500 00	-	-	584	-
230	243	Norton, . . .	4 27.4	1,500 00	-	-	351	-
175	244	Warren, . . .	4 26.5	1,300 00	-	-	422	72 00
229	245	Oxford, . . .	4 24.8	2,400 00	-	-	565	-
213	246	Marshfield, . .	4 24.4	1,600 00	-	-	377	25 00
309	247	Harwich, . .	4 22.7	3,500 00	-	-	828	100 00
279	248	Huntington, .	4 20	1,000 00	-	-	238	411 00
178	249	Pepperell, . .	4 19.2	1,400 00	-	-	334	-
288	250	Blandford, . .	4 18.8	800 00	-	-	191	1,011 00
187	251	Carver, . . .	4 18.8	800 00	-	-	191	81 00
285	252	Egremont, . .	4 18.8	800 00	-	-	191	550 00
241	253	Palmer, . . .	4 18	2,700 00	-	-	646	149 00
107	254	Marion, . . .	4 14.5	800 00	-	-	193	-
298	255	Northfield, . .	4 14.3	1,500 00	\$66 00	\$1,566 00	378	50 00
164	256	Rutland, . . .	4 13.1	975 00	-	-	236	-
254	257	Dana,	4 11.8	700 00	-	-	170	60 00
233	258	Peru,	4 10.3	500 60	-	-	122	289 00
247	259	Hopkinton, . .	4 09.6	4,100 00	-	-	1,001	-
274	260	N. Marlboro', .	4 09.5	1,200 00	327 52	1,527 52	373	305 30
289	261	Windsor, . . .	4 09.4	700 00	-	-	171	524 00
245	262	Easton, . . .	4 09.1	2,700 00	-	-	660	700 00
278	263	W. Bridgewater,	4 07.7	1,700 00	-	-	417	40 00
306	264	Easthampton, .	4 06	2,200 00	-	-	542	-
267	265	Rowe,	4 05.4	600 00	-	-	148	213 00
212	266	N. Brookfield,	4 03.7	3,500 00	-	-	867	-
261	267	Sheffield, . .	4 03.6	2,000 00	115 00	2,115 00	524	950 00
207	268	Sutton,	4 03.2	2,000 00	-	-	496	18 00
223	269	Somerset, . . .	4 02.1	1,685 00	-	-	419	-
227	270	Duxbury, . . .	4 01.6	2,000 00	-	-	498	32 00
222	271	Conway, . . .	4 01.2	1,300 00	-	-	324	571 80
153	272	Auburn, . . .	4 00.7	900 00	45 51	945 51	211	28 25
221	273	Lee,	4 00.7	3,795 00	-	-	947	30 00
305	274	Adams,	4 00	6,256 00	-	-	1,564	-
172	275	Erving,	3 97.6	500 00	44 74	544 74	137	-
174	276	Wilmington, .	3 94.7	750 00	-	-	190	-
264	277	Blackstone, . .	3 94	4,500 00	-	-	1,142	380 00
270	278	Wendell, . . .	3 91.6	500 00	9 00	509 00	130	66 00

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
308 279		Gardner, . .	\$3 91.4	\$2,000 00	-	-	511	-
282 280		Tyringham, . .	3 89.6	600 00	-	-	154	\$251 00
331 281		Dennis, . . .	3 88.6	3,000 00	-	-	772	1,455 75
110 282		Pembroke, . .	3 87.1	1,200 00	-	-	310	84 00
297 283		Berlin, . . .	3 86.5	800 00	-	-	207	60 00
206 284		Sturbridge, . .	3 83.7	1,600 00	-	-	417	70 00
313 285		W. Springfield, .	3 83.7	1,600 00	-	-	417	543 00
252 286		Wilbraham, . .	3 83.3	1,600 00	\$102 00	\$1,702 00	444	63 00
269 287		No. Reading, . .	3 82.9	850 00	-	-	222	18 00
251 288		Royalston, . .	3 81	1,200 00	-	-	315	48 50
232 289		Southampton, .	3 75.9	1,000 00	-	-	266	260 00
311 290		Becket, . . .	3 75	1,200 00	-	-	320	803 00
248 291		Ashburnham, . .	3 74.4	1,700 00	-	-	454	14 00
231 292		Middlefield, . .	3 73.4	500 00	90 00	590 00	158	533 00
228 293		Hanson, . . .	3 73.1	1,000 00	-	-	268	-
208 294		Wareham, . . .	3 71	2,500 00	-	-	674	-
322 295		Holland, . . .	3 65.9	300 00	-	-	82	107 02
325 296		Charlemont, . .	3 61.4	900 00	-	-	249	-
284 297		Rehoboth, . . .	3 61.1	1,000 00	336 20	1,336 20	370	-
286 298		Freetown, . . .	3 58.2	1,200 00	-	-	335	-
253 299		Southbridge, . .	3 54.8	3,300 00	-	-	930	200 00
292 300		Gill,	3 54.6	500 00	-	-	141	225 00
277 301		Mansfield, . . .	3 50	1,515 46	-	-	433	-
266 302		Mattapoisett, .	3 46	1,000 00	-	-	289	78 00
236 303		Oakham, . . .	3 43.1	700 00	-	-	204	22 00
287 304		Chester, . . .	3 40.1	1,000 00	-	-	294	752 00
293 305		Sandisfield, . .	3 36	1,200 00	86 89	1,286 89	333	-
318 306		Monroe, . . .	3 33.3	108 00	12 00	120 00	36	150 00
280 307		Attleborough, .	3 32.8	4,500 00	-	-	1,352	80 00
312 308		Washington, . .	3 31.8	700 00	-	-	211	366 00
177 309		Agawam, . . .	3 29.7	1,200 00	-	-	364	350 00
300 310		Westport, . . .	3 27.6	2,100 00	-	-	641	500 00
319 311		Coleraine, . . .	3 20.9	1,200 00	-	-	374	-
303 312		Leverett, . . .	3 20.9	600 00	-	-	187	96 34
316 313		Dudley,	3 20.4	1,400 00	-	-	437	125 00
189 314		Williamsburg, .	3 20	1,500 00	-	-	469	575 00
296 315		Shutesbury, . .	3 19.1	600 00	-	-	188	150 00
224 316		Tolland, . . .	3 15	400 00	-	-	127	360 25
299 317		Russell,	3 00	450 00	-	-	150	336 10
323 318		Savoy,	3 00	570 00	-	-	190	445 00
310 319		Buckland, . . .	2 96.3	1,200 00	-	-	405	59 00
314 320		Lanesborough, .	2 93	800 00	-	-	273	266 00
307 321		Groveland, . . .	2 88.1	907 50	-	-	315	-
327 322		New Ashford, . .	2 85.7	100 00	-	-	35	134 00
275 323		Stockbridge, . .	2 84.6	1,400 00	-	-	492	100 00
329 324		W. Stockbridge, .	2 80.1	1,000 00	-	-	357	316 00
320 325		Cheshire, . . .	2 68.8	1,000 00	-	-	372	160 00
324 326		West Boylston, .	2 67.5	1,375 00	-	-	514	21 65
321 327		Granville, . . .	2 51.6	800 00	-	-	318	600 00

SCHOOL RETURNS.

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For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
326	328	Clarksburg, .	\$2 50	\$300 00	-	-	120	\$320 00
328	329	Mt. Washington,	2 46	150 00	-	-	61	225 00
235	330	Gt. Barrington,	2 41	2,000 00	-	-	830	200 00
332	331	Richmond, . .	2 00	400 00	-	-	200	420 11
334	332	Southwick, .	1 99.2	504 00	-	-	253	372 50
333	333	Hancock, . .	1 74.7	400 00	-	-	229	530 00
330	334	Bernardston, .	1 68.5	300 00	-	-	178	210 00
	335	Hudson,* . .	-	-	-	-	-	-
		Marshpee Dis,	1 78.6	125 00	-	-	70	-

* New town, incorporated at the last session.

GRADUATED TABLES—FIRST SERIES.

Table, showing the comparative amount of Money appropriated by the different Towns in each of the Counties of the State, for the education of each Child in the Town, between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON, . . .	\$13 16.1	\$459,365 29	-	-	34902	-
2	2	North Chelsea, . .	11 04	1,854 00	-	-	168	-
3	3	Chelsea, . . .	10 11	33,000 00	-	-	3,264	-
4	4	Winthrop, . . .	9 16	1,200 00	-	-	131	-

ESSEX COUNTY.

1	1	NAHANT, . . .	\$19 71.8	\$1,400 00	-	-	71	-
2	2	Swampscott, . .	10 30.9	3,000 00	-	-	291	-
6	3	Salem, . . .	8 98.2	35,218 82	-	-	3,921	-
4	4	Lawrence, . . .	7 81.7	28,241 83	-	-	3,613	-
11	5	Saugus, . . .	7 47.3	3,205 96	-	-	429	-
3	6	South Danvers, .	7 44.7	10,708 00	\$335 17	11,043 17	1,483	-
18	7	Methuen, . . .	7 21.6	3,500 00	-	-	485	-
5	8	Lynn, . . .	7 02.4	30,687 42	-	-	4,369	-
7	9	Newburyport, .	6 96.6	20,856 29	-	-	2,994	-
8	10	Beverly, . . .	6 62.5	7,500 00	-	-	1,132	\$360 00
9	11	Gloucester, . .	6 36.4	14,950 00	-	-	2,349	-
10	12	Haverhill, . . .	6 23.6	12,000 00	521 18	12,521 18	2,008	-
13	13	Georgetown, . .	6 22	2,550 00	-	-	410	-
21	14	Bradford, . . .	6 19.2	2,000 00	-	-	323	-
17	15	Lynnfield, . . .	6 10.7	800 00	-	-	131	10 00
15	16	No. Andover, . .	6 02.4	3,000 00	-	-	498	-
16	17	Essex, . . .	5 84.8	2,000 00	-	-	342	70 00
12	18	Danvers, . . .	5 75.9	6,300 00	300 00	6,600 00	1,146	-
22	19	Marblehead, . .	5 51	8,000 00	-	-	1,452	-
23	20	Manchester, . .	5 41.1	2,040 00	-	-	377	-
24	21	Rockport, . . .	5 24.4	3,400 00	98 00	3,498 00	667	-
19	22	Boxford, . . .	5 01	900 00	65 98	965 98	193	-
28	23	Amesbury, . . .	4 88.4	4,000 00	-	-	819	380 00

SCHOOL RETURNS.

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ESSEX COUNTY—CONTINUED.

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
32	24	Wenham, . .	\$4 78.5	\$1,000 00	-	-	209	-
20	25	Hamilton, . .	4 70.6	800 00	-	-	170	-
29	26	Newbury, . .	4 67.6	1,300 00	-	-	278	-
26	27	Salisbury, . .	4 66	3,500 00	-	-	751	-
14	28	Ipswich, . .	4 51.2	3,100 00	-	-	687	-
33	29	Rowley, . .	4 44.4	1,200 00	-	-	270	\$51 00
31	30	Topsfield, . .	4 40.5	1,000 00	-	-	227	-
30	31	West Newbury,	4 37	2,014 41	-	-	461	-
27	32	Andover, . .	4 33.1	4,500 00	-	-	1,039	-
25	33	Middleton, . .	4 32.7	900 00	-	-	208	-
34	34	Groveland, .	2 88.1	907 50	-	-	315	-

MIDDLESEX COUNTY.

2	1	BRIGHTON, .	\$14 05.9	\$10,558 13	-	-	751	-
7	2	W. Cambridge,	13 78	7,510 00	-	-	545	\$210 00
1	3	Belmont, . .	13 60	3,400 00	-	-	250	-
4	4	Newton, . .	13 35.1	26,408 09	-	-	1,978	-
12	5	Watertown, .	13 10.1	9,275 50	-	-	708	-
3	6	Somerville, .	12 79.7	24,800 00	-	-	1,938	-
10	7	Charlestown, .	10 80.3	53,486 84	-	-	4,951	-
8	8	Cambridge, .	10 28.5	71,984 61	-	-	6,999	-
9	9	Concord, . .	10 16.9	4,200 00	-	-	413	-
5	10	Lexington, .	10 04.8	4,200 00	-	-	418	70 00
6	11	Lowell, . . .	9 75.6	50,000 00	-	-	5,125	-
13	12	Medford, . .	9 65.7	11,211 78	-	-	1,161	-
16	13	Melrose, . .	9 15.7	5,594 77	-	-	611	-
17	14	Malden, . .	9 10.9	14,000 00	-	-	1,537	-
11	15	Winchester, .	8 94	4,300 00	-	-	481	-
14	16	Weston, . .	8 47.5	2,000 00	-	-	236	-
23	17	Ashby, . . .	7 87.9	1,300 00	-	-	165	40 00
22	18	Reading, . .	7 84.3	4,000 00	-	-	510	85 00
15	19	Waltham, . .	7 83.6	10,696 45	-	-	1,365	-
19	20	Burlington, .	7 69.2	800 00	-	-	104	-
27	21	Bedford, . .	7 59.5	1,200 00	-	-	158	-
40	22	Dracut, . . .	7 52.7	2,100 00	-	-	279	-
30	23	Shirley, . . .	7 40.7	1,800 00	-	-	243	-
20	24	Stoneham, . .	7 33	4,200 00	-	-	573	-
21	25	Framingham, .	7 22.2	6,500 00	-	-	900	70 00
25	26	South Reading,	7 17.4	5,000 00	-	-	697	30 00
18	27	Lincoln, . .	6 90	1,000 00	-	-	145	-
28	28	Tyngsborough,	6 86.2	700 00	-	-	102	12 00
29	29	Holliston, . .	6 55.7	4,400 00	-	-	671	-
32	30	Woburn, . .	6 51.6	9,500 00	-	-	1,504	500 00
26	31	Littleton, . .	6 22	1,300 00	-	-	209	-

MIDDLESEX COUNTY—CONTINUED.

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
39	32	Sudbury, . .	\$6 00	\$1,500 00	-	-	250	-
46	33	Marlborough, .	5 97.7	9,700 00	-	-	1,623	\$20 50
24	34	Sherborn, . .	5 71.4	1,200 00	-	-	210	20 00
33	35	Wayland, . .	5 64.9	1,350 00	-	-	239	42 00
34	36	Dunstable, . .	5 55.6	500 00	-	-	90	27 00
37	37	Ashland, . .	5 49.1	1,900 00	-	-	346	-
35	38	Billerica, . .	5 45.5	1,800 00	-	-	330	-
41	39	Groton, . . .	5 32.7	3,500 00	-	-	657	-
38	40	Natick, . . .	5 28.6	6,000 00	-	-	1,135	27 00
47	41	Townsend, . .	5 27.7	2,000 00	-	-	379	56 00
45	42	Acton, . . .	5 18.1	2,000 00	-	-	386	-
51	43	Chelmsford, . .	5 09.2	2,500 00	-	-	491	-
48	44	Westford, . .	4 91.2	1,400 00	-	-	285	70 00
31	45	Boxborough, . .	4 67.3	500 00	-	-	107	15 00
36	46	Tewksbury, . .	4 54.5	1,200 00	-	-	264	46 00
49	47	Stow,	4 33.3	1,300 00	-	-	300	90 00
42	48	Carlisle, . . .	4 31.3	556 33	-	-	129	-
44	49	Pepperell, . .	4 19.2	1,400 00	-	-	334	-
50	50	Hopkinton, . .	4 09.6	4,100 00	-	-	1,001	-
43	51	Wilmington, . .	3 94.7	750 00	-	-	190	-
52	52	No. Reading, . .	3 82.9	850 00	-	-	222	18 00
		Hudson,* . . .	-	-	-	-	-	-

WORCESTER COUNTY.

7	1	LUNENBURG,	\$9 36.4	\$1,648 00	-	-	176	\$40 00
1	2	Worcester, . .	8 10.8	48,512 40	-	-	5,983	-
8	3	Lancaster, . .	7 40.7	2,000 00	-	-	270	-
10	4	Leicester, . .	7 36.6	4,000 00	-	-	543	-
9	5	Harvard, . . .	6 86.8	1,875 00	-	-	273	-
3	6	New Braintree, .	6 71.1	1,000 00	-	-	149	-
51	7	Northbridge, . .	6 67.8	4,000 00	-	-	599	-
5	8	Southborough, .	6 64.7	2,300 00	-	-	346	50 00
4	9	Barre,	6 62.7	3,300 00	-	-	498	50 00
6	10	Fitchburg, . . .	6 58.7	11,000 00	-	-	1,670	-
11	11	Leominster, . .	6 53.5	3,979 96	-	-	609	-
25	12	Brookfield, . .	6 51	2,500 00	-	-	384	-
2	13	Clinton, . . .	6 21.4	5,573 70	-	-	897	-
17	14	Hardwick, . . .	6 02	1,800 00	-	-	299	125 25
46	15	Douglas, . . .	5 91	2,500 00	-	-	423	-
15	16	Upton,	5 79.8	2,058 25	-	-	355	74 00
23	17	Charlton, . . .	5 59	2,090 49	-	-	374	-
14	18	Sterling, . . .	5 57.8	1,800 00	\$79 95	\$1,879 95	337	75 00
34	19	Petersham, . .	5 55.6	1,600 00	-	-	288	36 00
19	20	Templeton, . .	5 55.6	2,500 00	-	-	450	-
27	21	Paxton,	5 51.2	700 00	-	-	127	-

* Newly incorporated.

SCHOOL RETURNS.

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WORCESTER COUNTY—CONTINUED.

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
54	22	W. Brookfield,	\$5 45	\$2,000 00	—	—	367	—
41	23	Athol, . . .	5 23.6	3,100 00	—	—	592	—
20	24	Uxbridge, . .	5 21.7	3,150 00	\$220 00	\$3,370 00	646	—
18	25	Westborough, .	5 20.8	3,000 00	—	—	576	\$16 00
24	26	Grafton, . . .	5 12.7	4,220 00	86 40	4,306 40	840	13 00
35	27	Princeton, . .	5 12.3	1,250 00	—	—	244	21 00
53	28	Holden, . . .	5 10.3	1,954 47	—	—	383	—
12	29	Millbury, . .	5 07.3	4,500 00	—	—	887	—
16	30	Webster, . . .	4 93.9	2,850 00	—	—	577	—
32	31	Boylston, . .	4 90.2	750 00	—	—	153	20 00
22	32	Bolton, . . .	4 68.9	1,524 00	—	—	325	60 00
33	33	Spencer, . . .	4 63.4	2,850 00	—	—	615	—
30	34	Mendon, . . .	4 62.8	1,200 00	137 51	1,337 51	289	—
13	35	Hubbardston, .	4 58.9	1,528 00	—	—	333	35 00
31	36	Phillipston, .	4 57.5	700 00	—	—	153	37 00
45	37	Westminster, .	4 45.1	1,500 00	—	—	337	47 54
44	38	Shrewsbury, .	4 44.4	1,400 00	—	—	315	18 00
28	39	Northborough,	4 42.8	1,200 00	—	—	271	125 00
36	40	Milford, . . .	4 42.1	10,000 00	—	—	2,262	—
40	41	Winchendon, .	4 28.1	2,500 00	—	—	584	—
29	42	Warren, . . .	4 26.5	1,800 00	—	—	422	72 00
42	43	Oxford, . . .	4 24.8	2,400 00	—	—	565	—
26	44	Rutland, . . .	4 13.1	975 00	—	—	236	—
50	45	Dana,	4 11.8	700 00	—	—	170	60 00
39	46	N. Brookfield,	4 03.7	3,500 00	—	—	867	—
38	47	Sutton, . . .	4 03.2	2,000 00	—	—	496	18 00
21	48	Auburn, . . .	4 00.7	900 00	45 51	945 51	211	28 25
52	49	Blackstone, .	3 94	4,500 00	—	—	1,142	380 00
56	50	Gardner, . . .	3 91.4	2,000 00	—	—	511	—
55	51	Berlin,	3 86.5	800 00	—	—	207	60 00
37	52	Sturbridge, . .	3 83.7	1,600 00	—	—	417	70 00
48	53	Royalston, . .	3 81	1,200 00	—	—	315	48 50
47	54	Ashburnham, .	3 74.4	1,700 00	—	—	454	14 00
49	55	Southbridge, .	3 54.8	3,300 00	—	—	930	200 00
43	56	Oakham, . . .	3 43.1	700 00	—	—	204	22 00
57	57	Dudley, . . .	3 20.4	1,400 00	—	—	437	125 00
58	58	West Boylston,	2 67.5	1,375 00	—	—	514	21 65

HAMPSHIRE COUNTY.

2	1	AMHERST, . .	\$7 87.4	\$5,000 00	—	—	635	\$100 00
1	2	Greenwich, . .	7 08	800 00	—	—	113	—
9	3	Ware,	6 71.5	4,600 00	—	—	685	—
6	4	Hadley, . . .	6 14.7	2,600 00	—	—	423	30 00

BOARD OF EDUCATION.

HAMPSHIRE COUNTY—CONTINUED.

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
7	5	Northampton, .	\$6 00.6	\$10,000 00	-	-	1,665	-
5	6	South Hadley, .	5 69.5	2,500 00	-	-	439	\$180 00
3	7	Granby, .	5 55.6	1,000 00	-	-	180	145 00
11	8	Prescott, . .	5 45.5	600 00	-	-	110	175 00
21	9	Westhampton, .	5 44.2	800 00	-	-	147	382 00
17	10	Pelham, . .	5 38.6	781 00	-	-	145	-
16	11	Enfield, . .	5 29.1	1,000 00	-	-	189	-
20	12	Belchertown, .	5 28.2	3,000 00	-	-	568	209 00
4	13	Hatfield, . .	5 19	1,500 00	-	-	289	-
8	14	Goshen, . .	4 87.8	400 00	-	-	82	176 00
10	15	Plainfield, . .	4 80.8	500 00	-	-	104	334 00
13	16	Worthington, .	4 78.3	800 00	\$146 98	\$946 98	198	1,062 60
15	17	Chesterfield, .	4 52	800 00	-	-	177	487 20
14	18	Cummington, .	4 50.5	1,000 00	-	-	222	580 00
22	19	Huntington, .	4 20	1,000 00	-	-	238	411 00
23	20	Easthampton, .	4 06	2,200 00	-	-	542	-
19	21	Southampton, .	3 75.9	1,000 00	-	-	266	260 00
18	22	Middlefield, .	3 73.4	500 00	90 00	590 00	158	533 00
12	23	Williamsburg, .	3 20	1,500 00	-	-	469	575 00

HAMPDEN COUNTY.

2	1	CHICOPEE, .	\$9 76.2	\$12,710 00	-	-	1,302	-
1	2	Springfield, .	9 75.5	36,139 00	\$81 00	36,220 00	3,713	-
5	3	Westfield, . .	7 47	8,000 00	-	-	1,071	-
3	4	Longmeadow, .	7 32.6	2,000 00	-	-	273	\$24 50
6	5	Wales, . . .	7 14.3	750 00	-	-	105	-
4	6	Holyoke, . .	6 28.9	7,000 00	-	-	1,113	-
8	7	Brimfield, . .	5 75.2	1,300 00	-	-	226	-
14	8	Ludlow, . .	4 72.7	1,300 00	-	-	275	200 00
10	9	Montgomery, .	4 65.1	400 00	-	-	86	336 50
9	10	Monson, . .	4 48.8	2,500 00	-	-	557	250 00
16	11	Blandford, . .	4 18.8	800 00	-	-	191	1,011 00
12	12	Palmer, . . .	4 18	2,700 00	-	-	646	149 00
18	13	W. Springfield, .	3 83.7	1,600 00	-	-	417	543 00
13	14	Wilbraham, .	3 83.3	1,600 00	102 00	1,702 00	444	63 00
20	15	Holland, . .	3 65.9	300 00	-	-	82	107 02
15	16	Chester, . .	3 40.1	1,000 00	-	-	294	752 00
7	17	Agawam, . .	3 29.7	1,200 00	-	-	364	350 00
11	18	Tolland, . .	3 15	400 00	-	-	127	360 25
17	19	Russell, . .	3 00	450 00	-	-	150	336 10
19	20	Granville, . .	2 51.6	800 00	-	-	318	600 00
21	21	Southwick, .	1 99.2	504 00	-	-	253	372 50

SCHOOL RETURNS.

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FRANKLIN COUNTY.

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD,	\$8 84.7	\$5,600 00	-	-	633	\$200 00
2	2	Sunderland,	8 24.2	1,500 00	-	-	182	-
7	3	Ashfield, . .	7 42.6	1,500 00	-	-	202	561 00
6	4	Deerfield, . .	5 72.7	4,054 61	-	-	708	483 50
10	5	Warwick, . .	5 49.5	900 00	\$50 68	\$950 68	173	-
14	6	Orange, . . .	5 14.3	1,800 00	-	-	350	-
11	7	Heath, . . .	5 10.9	700 00	-	-	137	270 00
3	8	Whately, . .	5 05	1,100 00	-	-	218	102 00
16	9	Shelburne, . .	4 77.7	1,500 00	-	-	314	550 00
8	10	Hawley, . . .	4 66.7	700 00	-	-	150	284 50
15	11	Montague, . .	4 47.6	1,500 00	165 12	1,665 12	372	250 00
4	12	New Salem, .	4 44.4	1,000 00	-	-	225	150 00
20	13	Leyden, . . .	4 40	550 00	-	-	125	328 00
19	14	Northfield, . .	4 14.3	1,500 00	66 00	1,566 00	378	50 00
12	15	Rowe, . . .	4 05.4	600 00	-	-	148	213 00
9	16	Conway, . . .	4 01.2	1,300 00	-	-	324	571 80
5	17	Erving, . . .	3 97.6	500 00	44 74	544 74	137	-
13	18	Wendell, . . .	3 91.6	500 00	9 00	509 00	130	66 00
25	19	Charlemont, .	3 61.4	900 00	-	-	249	-
17	20	Gill,	3 54.6	500 00	-	-	141	225 00
23	21	Monroe, . . .	3 33.3	108 00	12 00	120 00	36	150 00
24	22	Coleraine, . .	3 20.9	1,200 00	-	-	374	-
21	23	Leverett, . .	3 20.9	600 00	-	-	187	96 34
18	24	Shutesbury, .	3 19.1	600 00	-	-	188	150 00
22	25	Buckland, . .	2 96.3	1,200 00	-	-	405	59 00
26	26	Bernardston, .	1 68.5	300 00	-	-	178	210 00

BERKSHIRE COUNTY.

3	1	MONTEREY, . .	\$5 94.7	\$800 00	\$104 00	\$904 00	152	\$550 00
1	2	Dalton, . . .	5 85.9	1,500 00	-	-	256	117 00
16	3	Hinsdale, . .	5 44.4	1,900 00	-	-	349	125 00
23	4	Florida, . . .	5 33.3	800 00	-	-	150	375 00
8	5	Lenox, . . .	5 24.5	1,500 00	-	-	286	129 00
22	6	Pittsfield, . .	4 81.8	8,750 00	-	-	1,816	200 00
9	7	Alford, . . .	4 76.2	300 00	-	-	63	15 00
17	8	Williamstown,	4 44.1	2,500 00	-	-	563	500 00
2	9	Otis,	4 30.1	800 00	-	-	186	500 00
13	10	Egremont, . .	4 18.8	800 00	-	-	191	550 00
5	11	Peru,	4 10.3	500 60	-	-	122	289 00
10	12	N. Marlboro', .	4 09.5	1,200 00	327 52	1,527 52	373	305 30
14	13	Windsor, . .	4 09.4	700 00	-	-	171	524 00
7	14	Sheffield, . .	4 03.6	2,000 00	115 00	2,115 00	524	950 00
4	15	Lee,	4 00.7	3,795 00	-	-	947	30 00

BERKSHIRE COUNTY—CONTINUED.

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
18	16	Adams, . . .	\$4 00	\$6,256 00	-	-	1,564	-
12	17	Tyringham, .	3 89.6	600 00	-	-	154	\$251 00
19	18	Becket, . . .	3 75	1,200 00	-	-	320	803 00
15	19	Sandisfield, .	3 36	1,200 00	\$86 89	\$1,286 89	383	-
20	20	Washington, .	3 31.8	700 00	-	-	211	366 00
25	21	Savoy, . . .	3 00	570 00	-	-	190	445 00
21	22	Lanesborough,	2 93	800 00	-	-	273	266 00
27	23	New Ashford, .	2 85.7	100 00	-	-	35	134 00
11	24	Stockbridge, .	2 84.6	1,400 00	-	-	492	100 00
29	25	W. Stockbr'ge,	2 80.1	1,000 00	-	-	357	316 00
24	26	Cheshire, . .	2 68.8	1,000 00	-	-	372	160 00
26	27	Clarksburg, .	2 50	300 00	-	-	120	320 00
28	28	Mt. Washing'n,	2 46	150 00	-	-	61	225 00
.6	29	Gt. Barringt'n,	2 41	2,000 00	-	-	830	200 00
30	30	Richmond, . .	2 00	400 00	-	-	200	420 11
31	31	Hancock, . . .	1 74.7	400 00	-	-	229	530 00

NORFOLK COUNTY.

1	1	BROOKLINE, .	\$20 76.2	\$19,848 88	-	-	956	-
2	2	Dorchester, .	15 62.5	36,500 00	-	-	2,336	-
4	3	Milton, . . .	13 80.7	7,000 00	-	-	507	-
3	4	West Roxbury,	12 54.3	15,591 20	-	-	1,243	-
6	5	Roxbury, . .	10 62	64,877 99	-	-	6,109	-
5	6	Dedham, . . .	10 21.2	15,380 00	-	-	1,506	\$300 00
10	7	Needham, . .	10 05.4	5,348 82	-	-	532	-
14	8	Foxborough, .	8 80.1	4,700 00	-	-	534	-
8	9	Quincy, . . .	7 98.4	12,375 00	-	-	1,550	-
9	10	Walpole, . .	7 48.1	3,000 00	-	-	401	-
11	11	Cohasset, . .	6 84.2	2,600 00	-	-	380	-
7	12	Medfield, . .	6 30	900 00	-	-	143	-
13	13	Weymouth, .	5 90.2	10,500 00	-	-	1,779	-
16	14	Dover, . . .	5 88.2	800 00	-	-	136	-
17	15	Franklin, . .	5 64.7	2,552 40	-	-	452	-
15	16	Bellingham, .	5 46.3	1,400 00	\$140 63	\$1,540 63	282	-
20	17	Canton, . . .	5 43.5	4,500 00	-	-	828	50 00
12	18	Wrentham, . .	5 31.3	3,000 00	341 86	3,341 86	629	-
21	19	Randolph, . .	4 98.9	7,000 00	-	-	1,403	-
18	20	Sharon, . . .	4 97	1,228 00	183 43	1,411 43	284	-
22	21	Stoughton, . .	4 83.7	5,500 00	-	-	1,137	-
19	22	Braintree, . .	4 80.2	4,000 00	-	-	833	-
23	23	Medway, . . .	4 63.7	3,000 00	-	-	647	21 00

SCHOOL RETURNS.

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BRISTOL COUNTY.

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	N. BEDFORD, .	\$10 62	\$40,910 14	-	-	3,852	-
3	2	Fairhaven, .	9 31.7	4,500 00	-	-	483	\$40 00
2	3	Swansey, . .	7 79.9	1,762 57	-	-	226	33 00
8	4	Acushnet, . .	6 87.3	2,000 00	-	-	291	-
5	5	Fall River, .	6 48.4	27,000 00	-	-	4,164	-
7	6	Berkley, . .	5 71.4	1,000 00	-	-	175	-
4	7	Seekonk, . .	5 54.2	545 14	\$264 00	\$809 14	146	12 00
6	8	Dighton, . .	5 45.5	1,800 00	-	-	330	-
9	9	Taunton, . .	5 38.9	17,515 30	-	-	3,250	-
10	10	Dartmouth, .	4 82.8	3,500 00	-	-	725	101 20.
14	11	Raynham, . .	4 55.9	1,500 00	-	-	329	-
12	12	Norton, . . .	4 27.4	1,500 00	-	-	351	-
13	13	Easton, . . .	4 09.1	2,700 00	-	-	660	700 00
11	14	Somerset, . .	4 02.1	1,685 00	-	-	419	-
17	15	Rehoboth, . .	3 61.1	1,000 00	336 20	1,336 20	370	-
18	16	Freetown, . .	3 58.2	1,200 00	-	-	335	-
15	17	Mansfield, . .	3 50	1,515 46	-	-	433	-
16	18	Attleborough, .	3 32.8	4,500 00	-	-	1,352	80 00
19	19	Westport, . .	3 27.6	2,100 00	-	-	641	500 00

PLYMOUTH COUNTY.

1	1	Plymouth, . .	\$9 70.1	\$12,000 00	-	-	1,237	-
2	2	Hingham, . .	7 94.6	5,426 99	-	-	683	-
3	3	Kingston, . .	7 31.3	2,150 00	-	-	294	-
9	4	Hull,	6 13.2	325 00	-	-	53	-
13	5	Scituate, . .	6 03.9	2,500 00	-	-	414	\$25 25
6	6	Rochester, . .	5 68.7	1,200 00	-	-	211	20 00
5	7	Lakeville, . .	5 34.8	1,000 00	-	-	187	-
4	8	Halifax, . .	5 30.3	700 00	-	-	132	-
10	9	So. Scituate, .	5 20	1,700 00	-	-	327	-
15	10	Abington, . .	4 75.5	10,000 00	-	-	2,103	200 00
17	11	Middleboro', .	4 62.5	4,500 00	-	-	973	140 00
14	12	N. Bridgewater, .	4 59	7,000 00	-	-	1,525	-
11	13	Bridgewater, .	4 44.7	3,500 00	-	-	787	150 00
21	14	Hanover, . . .	4 43	1,400 00	-	-	316	-
22	15	E. Bridgewater, .	4 39.9	3,000 00	-	-	682	-
25	16	Plympton, . .	4 30	800 00	-	-	186	183 00
18	17	Marshfield, . .	4 24.4	1,600 00	-	-	377	25 00
12	18	Carver, . . .	4 18.8	800 00	-	-	191	81 00
7	19	Marion, . . .	4 14.5	800 00	-	-	193	-
24	20	W. Bridgew'r, .	4 07.7	1,700 00	-	-	417	40 00
19	21	Duxbury, . .	4 01.6	2,000 00	-	-	498	32 00
8	22	Pembroke, . .	3 87.1	1,200 00	-	-	310	84 00

PLYMOUTH COUNTY—CONTINUED.

For 1864-5.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
20	23	Hanson, . .	\$3 73.1	\$1,000 00	-	-	268	-
16	24	Wareham, . .	3 71	2,500 00	-	-	674	-
23	25	Mattapoisett, .	3 46	1,000 00	-	-	289	\$78 00

BARNSTABLE COUNTY.

1	1	PROVINCET'N,	\$7 09.2	\$5,000 00	-	-	705	-
4	2	Barnstable, . .	7 03.5	7,000 00	-	-	995	\$212 00
3	3	Yarmouth, . .	6 70.5	3,500 00	-	-	522	-
2	4	Orleans, . .	6 12.2	1,800 00	-	-	294	-
6	5	Brewster, . .	5 90.1	1,800 00	-	-	305	-
7	6	Falmouth, . .	5 80	2,500 00	-	-	431	358 00
8	7	Chatham, . .	5 60	3,500 00	-	-	626	-
11	8	Sandwich, . .	5 46.4	5,000 00	-	-	915	4 00
5	9	Eastham, . .	4 93	700 00	-	-	142	-
10	10	Wellfleet, . .	4 82.6	2,500 00	\$106 00	2,606 00	540	-
9	11	Truro, . . .	4 81.1	1,400 00	-	-	291	-
12	12	Harwich, . .	4 22.7	3,500 00	-	-	828	100 00
13	13	Dennis, . . .	3 88.6	3,000 00	-	-	772	1,455 75
		Marshpee Dist.,	1 78.6	125 00	-	-	70	-

DUKES COUNTY.

1	1	EDGARTOWN,	\$5 86.7	\$2,200 00	-	-	375	-
2	2	Chilmark, . .	5 85.1	550 00	-	-	94	-
3	3	Gosnold, . . .	5 26.3	100 00	-	-	19	\$66 00
4	4	Tisbury, . . .	5 14.3	1,800 00	-	-	350	-

NANTUCKET COUNTY.

NANTUCKET, . . .	\$10 62.4	\$8,000 00	-	-	753	-
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SCHOOL RETURNS.

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A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

	For 1864-5.	COUNTIES.		Sum appropriated by Counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK,	.	\$12 88	\$495,419 29	-	\$495,419 29	38,465	-
2	2	Nantucket,	.	10 62	8,000 00	-	8,000 00	753	-
3	3	Norfolk, .	.	9 44	231,602 29	\$665 89	232,268 18	24,607	\$371 00
4	4	Middlesex,	.	9 03	403,432 50	-	403,432 50	44,695	1,448 50
7	5	Hampden,	.	6 97	83,453 00	183 00	83,636 00	12,007	5,454 87
5	6	Essex, .	.	6 68	226,480 23	1,320 33	227,800 56	34,118	871 00
6	7	Bristol, .	.	6 41	118,233 61	600 20	118,833 81	18,532	1,466 20
12	8	Barnstable,	.	5 61	41,200 00	106 00	41,306 00	7,366	2,129 75
8	9	Worcester,	.	5 59	188,764 27	569 37	189,333 64	33,897	1,962 19
11	10	Dukes, .	.	5 55	4,650 00	-	4,650 00	838	66 00
9	11	Hampshire,	.	5 48	43,881 00	236 98	44,117 98	8,044	5,639 80
10	12	Plymouth,	.	5 24	69,801 99	-	69,801 99	13,327	1,058 25
13	13	Franklin,	.	4 89	32,212 61	347 54	32,560 15	6,664	4,970 14
14	14	Berkshire,	.	3 90	45,921 60	633 41	46,555 01	11,940	9,695 41

AGGREGATE FOR THE STATE.

State,	\$7 82	\$1,993,177 39	\$4,662 72	\$1,997,715 11	255,323	\$35,133 11
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A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State, for the education of each Child between the ages of 5 and 15 years in the County.

For 1864-5.	For 1865-6.	COUNTIES.	Totals.
1	1	SUFFOLK,	\$12 88
2	2	Nantucket,	10 62
3	3	Norfolk,	9 45
4	4	Middlesex,	9 06
7	5	Hampden,	7 42
6	6	Essex,	6 70
5	7	Bristol,	6 49
8	8	Hampshire,	6 19
12	9	Barnstable,	5 90
9	10	Worcester,	5 64
11	11	Franklin,	5 63
13	12	Dukes,	5 62
10	13	Plymouth,	5 32
14	14	Berkshire,	4 71
Aggregate for the State, including voluntary contributions, .			\$7 96

GRADUATED TABLES — SECOND SERIES.

The next Table exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1865.

The first column shows the rank of the cities and towns in a similar Table for 1864-5.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1865-6.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES—SECOND SERIES.

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1865-6.

For 1864-5, according to Valuation of 1860.	For 1865-6, according to Valuation of 1865.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
48	1	FLORIDA, . . .	\$0.005-25	28	36	N. Bridgewater, . .	\$0.003-17
158	2	Northbridge, . .	4-45	97	37	N. Brookfield, . .	3-17
2	3	Somerville, . . .	4-36	54	38	Provincetown, . .	3-17
4	4	Warwick,	4-31	15	39	Berkley,	3-16
3	5	Chelsea,	4-28	50	40	Stoughton, . . .	3-16
30	6	Chicopee,	4-06	34	41	Stoneham,	3-15
5	7	Pelham,	3-96	11	42	Erving,	3-14
1	8	Truro,	3-87	23	43	Weymouth,	3-14
8	9	Hawley,	3-83	104	44	Barnstable,	3-09
42	10	Marlborough, . .	3-83	73	45	Monterey,	3-09
14	11	Plymouth,	3-82	39	46	Reading,	3-09
9	12	Marblehead, . . .	3-75	18	47	Greenwich,	3-06
10	13	Nantucket,	3-72	94	48	Acushnet,	3-05
6	14	Wellfleet,	3-72	19	49	Lynn,	3-05
80	15	Foxborough, . . .	3-66	20	50	Milford,	3-05
45	16	Sunderland, . . .	3-62	124	51	Heath,	3-01
26	17	Ware,	3-52	41	52	Ashland,	3-00
172	18	Westborough, . .	3-48	153	53	Orange,	3-00
38	19	Malden,	3-46	72	54	Sandwich,	3-00
65	20	Harwich,	3-41	190	55	Needham,	2-97
62	21	Watertown,	3-36	21	56	New Salem,	2-97
35	22	Georgetown, . . .	3-35	32	57	Danvers,	2-95
52	23	Deerfield,	3-33	79	58	Greenfield,	2-95
33	24	Rowe,	3-33	78	59	Wales,	2-95
7	25	Bellingham,	3-32	51	60	Winchester,	2-95
16	26	Gloucester,	3-32	63	61	Winthrop,	2-95
40	27	Melrose,	3-28	70	62	Holliston,	2-93
29	28	Abington,	3-27	133	63	Scituate,	2-93
66	29	Natick,	3-26	22	64	Charlestown,	2-92
24	30	Millbury,	3-23	84	65	Cummington,	2-91
25	31	Quincy,	3-23	17	66	Dana,	2-89
12	32	Orleans,	3-22	31	67	South Danvers, . . .	2-89
37	33	Chatham,	3-18	235	68	Douglas,	2-87
13	34	Eastham,	3-18	128	69	Athol,	2-86
53	35	Dedham,	3-17	110	70	Ludlow,	2-86

SCHOOL RETURNS.

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For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
27	71	Wareham, . .	2-83	106	120	Worcester, . .	2-46
102	72	South Reading, . .	2-81	254	121	Ashfield, . .	2-45
90	73	Cambridge, . .	2-80	100	122	Bedford, . .	2-45
81	74	Haverhill, . .	2-80	255	123	Charlemont, . .	2-45
58	75	Upton, . .	2-80	205	124	Petersham, . .	2-45
67	76	Brighton, . .	2-78	130	125	Franklin, . .	2-44
55	77	Clinton, . .	2-76	108	126	Huntington, . .	2-44
236	78	Westhampton, . .	2-75	191	127	Yarmouth, . .	2-43
139	79	Montague, . .	2-74	77	128	Grafton, . .	2-42
36	80	Shutesbury, . .	2-74	144	129	Washington, . .	2-42
69	81	Rockport, . .	2-73	76	130	Bolton, . .	2-40
82	82	Newburyport, . .	2-72	210	131	Bradford, . .	2-40
86	83	Roxbury, . .	2-72	71	132	Lexington, . .	2-40
209	84	Belchertown, . .	2-71	178	133	Medway, . .	2-40
85	85	Holyoke, . .	2-71	105	134	Southborough, . .	2-40
176	86	Methuen, . .	2-71	219	135	Randolph, . .	2-39
46	87	Nahant, . .	2-71	212	136	Amesbury, . .	2-38
99	88	Prescott, . .	2-71	74	137	Lowell, . .	2-38
150	89	Springfield, . .	2-71	311	138	Hinsdale, . .	2-37
119	90	Townsend, . .	2-71	75	139	Wrentham, . .	2-37
112	91	Newton, . .	2-69	127	140	Paxton, . .	2-36
43	92	Webster, . .	2-69	224	141	Rowley, . .	2-35
68	93	Amherst, . .	2-68	155	142	Acton, . .	2-34
138	94	Manchester, . .	2-66	270	143	Peru, . .	2-33
180	95	Shirley, . .	2-66	57	144	Swansey, . .	2-33
114	96	Walpole, . .	2-65	87	145	Dighton, . .	2-32
173	97	W. Cambridge, . .	2-65	115	146	Framingham, . .	2-32
107	98	E. Bridgewater, . .	2-64	163	147	Windsor, . .	2-31
47	99	Plympton, . .	2-63	160	148	Charlton, . .	2-30
83	100	Tisbury, . .	2-63	275	149	Holden, . .	2-29
64	101	Goshen, . .	2-62	181	150	Holland, . .	2-29
129	102	Fitchburg, . .	2-60	92	151	Middleton, . .	2-29
148	103	Brookfield, . .	2-57	95	152	Buckland, . .	2-28
88	104	Hopkinton, . .	2-57	151	153	Hingham, . .	2-27
44	105	Otis, . .	2-57	98	154	South Hadley, . .	2-27
61	106	Ashby, . .	2-56	122	155	Blackstone, . .	2-26
89	107	Templeton, . .	2-55	109	156	Lee, . .	2-26
243	108	Dennis, . .	2-54	185	157	Clarksburg, . .	2-25
56	109	Braintree, . .	2-53	137	158	Groton, . .	2-25
118	110	Concord, . .	2-53	253	159	Lunenburg, . .	2-25
101	111	Fairhaven, . .	2-53	103	160	Chester, . .	2-24
183	112	Montgomery, . .	2-52	142	161	Beverly, . .	2-23
59	113	Wendell, . .	2-52	167	162	Dover, . .	2-23
136	114	Becket, . .	2-51	171	163	Cohasset, . .	2-21
96	115	Lawrence, . .	2-51	186	164	Gardner, . .	2-21
200	116	N. Marlborough, . .	2-50	217	165	Northfield, . .	2-20
193	117	Leicester, . .	2-48	111	166	Oakham, . .	2-20
179	118	Saugus, . .	2-47	226	167	Essex, . .	2-19
241	119	Westfield, . .	2-47	113	168	Rochester, . .	2-19

For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
116	169	Hanson, . . .	\$.002-18	192	218	Berlin, . . .	\$.001-99
117	170	Phillipston, . . .	2-18	156	219	Duxbury, . . .	1-99
257	171	Salem, . . .	2-18	159	220	Ipswich, . . .	1-99
121	172	Ashburnham, . . .	2-17	157	221	Lancaster, . . .	1-99
188	173	Brewster, . . .	2-17	223	222	New Bedford, . . .	1-99
258	174	Wenham, . . .	2-16	215	223	Southampton, . . .	1-99
123	175	Chesterfield, . . .	2-15	161	224	Halifax, . . .	1-98
207	176	Hull, . . .	2-15	261	225	Leyden, . . .	1-97
168	177	North Chelsea, . . .	2-15	228	226	Longmeadow, . . .	1-97
125	178	Palmer, . . .	2-15	165	227	Burlington, . . .	1-96
272	179	Williamstown, . . .	2-15	195	228	Sharon, . . .	1-95
184	180	Winchendon, . . .	2-15	233	229	Somerset, . . .	1-95
164	181	Fall River, . . .	2-14	169	230	Southbridge, . . .	1-95
197	182	West Newbury, . . .	2-14	170	231	Wilbraham, . . .	1-95
126	183	Granby, . . .	2-13	281	232	Worthington, . . .	1-95
60	184	Dorchester, . . .	2-12	252	233	Waltham, . . .	1-93
174	185	Edgartown, . . .	2-12	266	234	Woburn, . . .	1-91
131	186	Leverett, . . .	2-11	284	235	Dracut, . . .	1-90
187	187	Middleborough, . . .	2-11	229	236	Monson, . . .	1-90
177	188	Oxford, . . .	2-11	213	237	Auburn, . . .	1-88
132	189	Russell, . . .	2-11	268	238	Coleraine, . . .	1-88
134	190	Boxborough, . . .	2-10	276	239	Adams, . . .	1-87
166	191	Sandisfield, . . .	2-10	259	240	Hanover, . . .	1-87
238	192	Northampton, . . .	2-09	189	241	Marshfield, . . .	1-87
140	193	Plainfield, . . .	2-09	182	242	Rutland, . . .	1-86
141	194	Spencer, . . .	2-09	198	243	Conway, . . .	1-85
49	195	Pembroke, . . .	2-08	199	244	Mattapoisett, . . .	1-85
214	196	Salisbury, . . .	2-08	201	245	Sturbridge, . . .	1-85
194	197	Savoy, . . .	2-08	203	246	Barre, . . .	1-84
143	198	Westminster, . . .	2-08	234	247	Warren, . . .	1-83
216	199	Swampscott, . . .	2-07	244	248	Falmouth, . . .	1-82
147	200	Taunton, . . .	2-07	313	249	Shelburne, . . .	1-82
196	201	Uxbridge, . . .	2-07	248	250	Brimfield, . . .	1-81
120	202	Hubbardston, . . .	2-06	297	251	Lenox, . . .	1-81
175	203	Leominster, . . .	2-06	208	252	New Braintree, . . .	1-81
145	204	Littleton, . . .	2-06	247	253	Weston, . . .	1-81
222	205	Dudley, . . .	2-05	279	254	W. Bridgewater, . . .	1-80
135	206	Wayland, . . .	2-05	218	255	Norton, . . .	1-78
149	207	Attleborough, . . .	2-04	221	256	Bridgewater, . . .	1-76
211	208	Medford, . . .	2-04	227	257	Lakeville, . . .	1-75
267	209	Canton, . . .	2-03	230	258	Rehoboth, . . .	1-75
269	210	Hadley, . . .	2-03	225	259	Sheffield, . . .	1-75
146	211	Mansfield, . . .	2-02	231	260	Sutton, . . .	1-75
152	212	South Scituate, . . .	2-02	232	261	Carver, . . .	1-74
265	213	West Boylston, . . .	2-02	91	262	Marion, . . .	1-74
260	214	Harvard, . . .	2-01	271	263	Sterling, . . .	1-73
93	215	Tyngsborough, . . .	2-01	237	264	Mt. Washington, . . .	1-71
162	216	Mendon, . . .	2-00	239	265	Freetown, . . .	1-70
154	217	Tyringham, . . .	2-00	240	266	Stow, . . .	1-70

SCHOOL RETURNS.

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For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
289	267	Newbury, . . .	\$.001-69	312	301	Topsfield, . . .	\$.001-45
245	268	Royalston, . . .	1-69	283	302	Dartmouth, . . .	1-44
246	269	Middlefield, . . .	1-68	285	303	Westport, . . .	1-44
286	270	Andover, . . .	1-67	292	304	Sudbury, . . .	1-42
249	271	Billerica, . . .	1-66	305	305	Easton, . . .	1-40
282	272	Hamilton, . . .	1-66	290	306	Westford, . . .	1-40
250	273	Lincoln, . . .	1-65	262	307	Sherborn, . . .	1-38
278	274	Whately, . . .	1-65	206	308	Williamsburg, . . .	1-38
291	275	Brookline, . . .	1-64	318	309	Pittsfield, . . .	1-37
302	276	Enfield, . . .	1-64	322	310	Egremont, . . .	1-36
294	277	Hardwick, . . .	1-64	273	311	Groveland, . . .	1-36
306	278	Milton, . . .	1-64	320	312	Shrewsbury, . . .	1-36
310	279	North Andover, . . .	1-64	319	313	Raynham, . . .	1-35
251	280	Seekonk, . . .	1-63	298	314	Tolland, . . .	1-34
303	281	W. Stockbridge, . . .	1-63	299	315	Wilmington, . . .	1-33
304	282	Chelmsford, . . .	1-62	301	316	Lynnfield, . . .	1-32
277	283	Kingston, . . .	1-61	325	317	Easthampton, . . .	1-29
288	284	Princeton, . . .	1-61	308	318	Dunstable, . . .	1-28
264	285	Boylston, . . .	1-60	309	319	Gill, . . .	1-28
263	286	Tewksbury, . . .	1-60	316	320	Boston, . . .	1-21
242	287	Carlisle, . . .	1-57	315	321	Lanesborough, . . .	1-21
307	288	Chilmark, . . .	1-57	327	322	W. Springfield, . . .	1-21
293	289	Granville, . . .	1-55	296	323	Northborough, . . .	1-16
274	290	Boxford, . . .	1-53	323	324	Stockbridge, . . .	1-06
314	291	Dalton, . . .	1-52	324	325	Hatfield, . . .	1-04
300	292	Blandford, . . .	1-51	330	326	Belmont, . . .	0-97
287	293	Monroe, . . .	1-51	321	327	Gt. Barrington, . . .	0-92
204	294	Pepperell, . . .	1-51	326	328	New Ashford, . . .	0-92
220	295	West Brookfield, . . .	1-49	329	329	Alford, . . .	0-88
317	296	Cheshire, . . .	1-48	328	330	Gosnold, . . .	0-88
202	297	Agawam, . . .	1-47	334	331	Southwick, . . .	0-83
256	298	Medfield, . . .	1-47	331	332	Hancock, . . .	0-82
280	299	North Reading, . . .	1-47	332	333	Richmond, . . .	0-80
295	300	West Roxbury, . . .	1-47	333	334	Bernardston, . . .	0-62

GRADUATED TABLES—SECOND SERIES.

In which all the Towns in the respective Counties in the State are numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1865-6.

SUFFOLK COUNTY.

For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	CHELSEA, .	\$.004-28	3	3	North Chelsea, .	\$.002-15
2	2	Winthrop, .	2-95	4	4	Boston, .	1-21

ESSEX COUNTY.

1	1	MARBLEHEAD, .	\$.003-75	11	18	Middleton, .	\$.002-29
6	2	Georgetown, .	3-35	14	19	Beverly, .	2-23
2	3	Gloucester, .	3-32	24	20	Essex, .	2-19
3	4	Lynn, .	3-05	25	21	Salem, .	2-18
5	5	Danvers, .	2-95	26	22	Wenham, .	2-16
4	6	South Danvers, .	2-89	18	23	West Newbury, .	2-14
9	7	Haverhill, .	2-80	21	24	Salisbury, .	2-08
8	8	Rockport, .	2-73	22	25	Swampscott, .	2-07
10	9	Newburyport, .	2-72	15	26	Ipswich, .	1-99
16	10	Methuen, .	2-71	31	27	Newbury, .	1-69
7	11	Nahant, .	2-71	30	28	Andover, .	1-67
13	12	Manchester, .	2-66	29	29	Hamilton, .	1-66
12	13	Lawrence, .	2-51	33	30	North Andover, .	1-64
17	14	Saugus, .	2-47	28	31	Boxford, .	1-53
19	15	Bradford, .	2-40	34	32	Topsfield, .	1-45
20	16	Amesbury, .	2-38	27	33	Groveland, .	1-36
23	17	Rowley, .	2-35	32	34	Lynnfield, .	1-32

MIDDLESEX COUNTY.

1	1	SOMERVILLE, .	\$.004-36	6	5	Melrose, .	\$.003-28
8	2	Marlborough, .	3-83	12	6	Natick, .	3-26
4	3	Malden, .	3-46	3	7	Stoneham, .	3-15
11	4	Watertown, .	3-36	5	8	Reading, .	3-09

SCHOOL RETURNS.

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MIDDLESEX COUNTY—CONTINUED.

For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
7	9	Ashland, . . .	\$.003-00	27	31	Wayland, . . .	\$.002-05
9	10	Winchester, . . .	2-95	35	32	Medford, . . .	2-04
14	11	Holliston, . . .	2-93	19	33	Tyngsborough, . . .	2-01
2	12	Charlestown, . . .	2-92	31	34	Burlington, . . .	1-96
21	13	South Reading, . . .	2-81	41	35	Waltham, . . .	1-93
18	14	Cambridge, . . .	2-80	44	36	Woburn, . . .	1-91
13	15	Brighton, . . .	2-78	46	37	Dracut, . . .	1-90
25	16	Townsend, . . .	2-71	38	38	Weston, . . .	1-81
22	17	Newton, . . .	2-69	36	39	Stow, . . .	1-70
33	18	Shirley, . . .	2-66	39	40	Billerica, . . .	1-66
32	19	W. Cambridge, . . .	2-65	40	41	Lincoln, . . .	1-65
17	20	Hopkinton, . . .	2-57	50	42	Chelmsford, . . .	1-62
10	21	Ashby, . . .	2-56	43	43	Tewksbury, . . .	1-60
24	22	Concord, . . .	2-53	37	44	Carlisle, . . .	1-57
20	23	Bedford, . . .	2-45	34	45	Pepperell, . . .	1-51
15	24	Lexington, . . .	2-40	45	46	North Reading, . . .	1-47
16	25	Lowell, . . .	2-38	48	47	Sudbury, . . .	1-42
30	26	Acton, . . .	2-34	47	48	Westford, . . .	1-40
23	27	Framingham, . . .	2-32	42	49	Sherborn, . . .	1-38
28	28	Groton, . . .	2-25	49	50	Wilmington, . . .	1-33
26	29	Boxborough, . . .	2-10	51	51	Dunstable, . . .	1-28
29	30	Littleton, . . .	2-06	52	52	Belmont, . . .	0-97

WORCESTER COUNTY.

25	1	NORTHBRIDGE, . . .	\$.004-45	26	22	Charlton, . . .	\$.002-30
29	2	Westborough, . . .	3-48	54	23	Holden, . . .	2-29
3	3	Millbury, . . .	3-23	17	24	Blackstone, . . .	2-26
10	4	N. Brookfield, . . .	3-17	49	25	Lunenburg, . . .	2-25
2	5	Milford, . . .	3-05	34	26	Gardner, . . .	2-21
1	6	Dana, . . .	2-89	13	27	Oakham, . . .	2-20
47	7	Douglas, . . .	2-87	14	28	Phillipston, . . .	2-18
19	8	Athol, . . .	2-86	16	29	Ashburnham, . . .	2-17
6	9	Upton, . . .	2-80	33	30	Winchendon, . . .	2-15
5	10	Clinton, . . .	2-76	31	31	Oxford, . . .	2-11
4	11	Webster, . . .	2-69	21	32	Spencer, . . .	2-09
20	12	Fitchburg, . . .	2-60	22	33	Westminster, . . .	2-08
23	13	Brookfield, . . .	2-57	37	34	Uxbridge, . . .	2-07
9	14	Templeton, . . .	2-55	15	35	Hubbardston, . . .	2-06
36	15	Leicester, . . .	2-48	30	36	Leominster, . . .	2-06
12	16	Worcester, . . .	2-46	44	37	Dudley, . . .	2-05
40	17	Petersham, . . .	2-45	52	38	West Boylston, . . .	2-02
8	18	Grafton, . . .	2-42	50	39	Harvard, . . .	2-01
7	19	Bolton, . . .	2-40	27	40	Mendon, . . .	2-00
11	20	Southborough, . . .	2-40	35	41	Berlin, . . .	1-99
18	21	Paxton, . . .	2-36	24	42	Lancaster, . . .	1-99

WORCESTER COUNTY—CONTINUED.

For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
28	43	Southbridge, . .	\$.001-95	53	51	Sterling, . .	\$.001-73
42	44	Auburn, . .	1-88	48	52	Royalston, . .	1-69
32	45	Rutland, . .	1-86	56	53	Hardwick, . .	1-64
38	46	Sturbridge, . .	1-85	55	54	Princeton, . .	1-61
39	47	Barre, . .	1-84	51	55	Boylston, . .	1-60
46	48	Warren, . .	1-83	43	56	West Brookfield, .	1-49
41	49	New Braintree, .	1-81	58	57	Shrewsbury, . .	1-36
45	50	Sutton, . .	1-75	57	58	Northborough, .	1-16

HAMPSHIRE COUNTY.

1	1	PELHAM, . .	\$.003-96	11	13	Granby, . .	\$.002-13
3	2	Ware, . .	3-52	17	14	Northampton, .	2-09
2	3	Greenwich, . .	3-06	12	15	Plainfield, . .	2-09
6	4	Cummington, .	2-91	19	16	Hadley, . .	2-03
16	5	Westhampton, .	2-75	15	17	Southampton, .	1-99
14	6	Belchertown, .	2-71	20	18	Worthington, .	1-95
8	7	Prescott, . .	2-71	18	19	Middlefield, .	1-68
5	8	Amherst, . .	2-68	21	20	Enfield, . .	1-64
4	9	Goshen, . .	2-62	13	21	Williamsburg, .	1-38
9	10	Huntington, .	2-44	23	22	Easthampton, .	1-29
7	11	South Hadley, .	2-27	22	23	Hatfield, . .	1-04
10	12	Chesterfield, .	2-15				

HAMPDEN COUNTY.

1	1	CHICOPEE, . .	\$.004-06	13	12	Longmeadow, .	\$.001-97
2	2	Wales, . .	2-95	9	13	Wilbraham, . .	1-95
5	3	Ludlow, . .	2-86	14	14	Monson, . .	1-90
3	4	Holyoke, . .	2-71	16	15	Brimfield, . .	1-81
8	5	Springfield, .	2-71	17	16	Granville, . .	1-55
11	6	Montgomery, .	2-52	19	17	Blandford, . .	1-51
15	7	Westfield, . .	2-47	12	18	Agawam, . .	1-47
10	8	Holland, . .	2-29	18	19	Tolland, . .	1-34
4	9	Chester, . .	2-24	20	20	W. Springfield, .	1-21
6	10	Palmer, . .	2-15	21	21	Southwick, . .	0-83
7	11	Russell, . .	2-11				

FRANKLIN COUNTY.

1	1	WARWICK, . .	\$.004-31	8	4	Deerfield, . .	\$.003-33
2	2	Hawley, . .	3-83	5	5	Rowe, . .	3-33
7	3	Sunderland, .	3-62	3	6	Erving, . .	3-14

SCHOOL RETURNS.

LXXXV

FRANKLIN COUNTY—CONTINUED.

For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
12	7	Heath, . . .	\$.003-01	17	17	Northfield, . . .	\$.002-20
15	8	Orange, . . .	3-00	13	18	Leverett, . . .	2-11
4	9	New Salem, . . .	2-97	20	19	Leyden, . . .	1-97
10	10	Greenfield, . . .	2-95	21	20	Coleraine, . . .	1-88
14	11	Montague, . . .	2-74	16	21	Conway, . . .	1-85
6	12	Shutesbury, . . .	2-74	25	22	Shelburne, . . .	1-82
9	13	Wendell, . . .	2-52	22	23	Whately, . . .	1-65
18	14	Ashfield, . . .	2-45	23	24	Monroe, . . .	1-51
19	15	Charlemont, . . .	2-45	24	25	Gill, . . .	1-28
11	16	Buckland, . . .	2-28	26	26	Bernardston, . . .	0-62

BERKSHIRE COUNTY.

2	1	FLORIDA, . . .	\$.005-25	18	17	Lenox, . . .	\$.001-81
3	2	Monterey, . . .	3-09	13	18	Sheffield, . . .	1-75
1	3	Otis, . . .	2-57	14	19	Mt. Washington, . . .	1-71
5	4	Becket, . . .	2-51	19	20	W. Stockbridge, . . .	1-63
12	5	N. Marlborough, . . .	2-50	21	21	Dalton, . . .	1-52
6	6	Washington, . . .	2-42	23	22	Cheshire, . . .	1-48
20	7	Hinsdale, . . .	2-37	24	23	Pittsfield, . . .	1-37
15	8	Peru, . . .	2-33	26	24	Egremont, . . .	1-36
8	9	Windsor, . . .	2-31	22	25	Lanesborough, . . .	1-21
4	10	Lee, . . .	2-26	27	26	Stockbridge, . . .	1-06
10	11	Clarksburg, . . .	2-25	25	27	Gt. Barrington, . . .	0-92
16	12	Williamstown, . . .	2-15	28	28	New Ashford, . . .	0-92
9	13	Sandisfield, . . .	2-10	29	29	Alford, . . .	0-88
11	14	Savoy, . . .	2-08	30	30	Hancock, . . .	0-82
7	15	Tyringham, . . .	2-00	31	31	Richmond, . . .	0-80
17	16	Adams, . . .	1-87				

NORFOLK COUNTY.

9	1	FOXBOROUGH, . . .	\$.003-66	18	13	Randolph, . . .	\$.002-39
1	2	Bellingham, . . .	3-32	8	14	Wrentham, . . .	2-37
3	3	Quincy, . . .	3-23	13	15	Dover, . . .	2-23
5	4	Dedham, . . .	3-17	14	16	Cohasset, . . .	2-21
4	5	Stoughton, . . .	3-16	7	17	Dorchester, . . .	2-12
2	6	Weymouth, . . .	3-14	20	18	Canton, . . .	2-03
16	7	Needham, . . .	2-97	17	19	Sharon, . . .	1-95
10	8	Roxbury, . . .	2-72	21	20	Brookline, . . .	1-64
11	9	Walpole, . . .	2-65	23	21	Milton, . . .	1-64
6	10	Braintree, . . .	2-53	19	22	Medfield, . . .	1-47
12	11	Franklin, . . .	2-44	22	23	West Roxbury, . . .	1-47
15	12	Medway, . . .	2-40				

BOARD OF EDUCATION.

BRISTOL COUNTY.

For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—each mill is equal to one hundredths of mills.	For 1864-5.	For 1865-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—each mill is equal to one hundredths of mills.
1	1	BERKLEY, .	\$.003-16	13	11	Somerset, .	\$.001-95
4	2	Acushnet, .	3-05	10	12	Norton, .	1-78
5	3	Fairhaven, .	2-53	12	13	Rehoboth, .	1-75
2	4	Swanzy, .	2-33	14	14	Freetown, .	1-70
3	5	Dighton, .	2-32	15	15	Seekonk, .	1-63
9	6	Fall River, .	2-14	16	16	Dartmouth, .	1-44
7	7	Taunton, .	2-07	17	17	Westport, .	1-44
8	8	Attleborough, .	2-04	18	18	Easton, .	1-40
6	9	Mansfield, .	2-02	19	19	Raynham, .	1-35
11	10	New Bedford, .	1-99				

PLYMOUTH COUNTY.

1	1	PLYMOUTH, .	\$.003-82	13	14	South Scituate, .	\$.002-02
4	2	Abington, .	3-27	14	15	Duxbury, .	1-99
3	3	N. Bridgewater, .	3-17	15	16	Halifax, .	1-98
11	4	Scituate, .	2-93	23	17	Hanover, .	1-87
2	5	Wareham, .	2-83	17	18	Marshfield, .	1-87
8	6	E. Bridgewater, .	2-64	18	19	Mattapoisett, .	1-85
5	7	Plympton, .	2-63	25	20	W. Bridgewater, .	1-80
12	8	Hingham, .	2-27	20	21	Bridgewater, .	1-76
9	9	Rochester, .	2-19	21	22	Lakeville, .	1-75
10	10	Hanson, .	2-18	22	23	Carver, .	1-74
19	11	Hull, .	2-15	7	24	Marion, .	1-74
16	12	Middleborough, .	2-11	24	25	Kingston, .	1-61
6	13	Pembroke, .	2-08				

BARNSTABLE COUNTY.

1	1	TRURO, .	\$.003-87	9	8	Barnstable, .	\$.003-09
2	2	Wellfleet, .	3-72	8	9	Sandwich, .	3-00
7	3	Harwich, .	3-41	12	10	Dennis, .	2-54
3	4	Orleans, .	3-22	11	11	Yarmouth, .	2-43
5	5	Chatham, .	3-18	10	12	Brewster, .	2-17
4	6	Eastham, .	3-18	13	13	Falmouth, .	1-82
6	7	Provincetown, .	3-17				

DUKES COUNTY.

1	1	TISBURY, .	\$.002-63	3	3	Chilmark, .	\$.001-57
2	2	Edgartown, .	2-12	4	4	Gosnold, .	0-88

NANTUCKET COUNTY.

NANTUCKET, .	\$.003-72
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A GRADUATED TABLE—SECOND SERIES.

The different Counties in the State numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1865-6.

For 1864-5.	COUNTIES.	Percentage of Valuation appropriated to Public Schools, and hundredths of milla.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1865.	Amount contributed for board and fuel.
1	NANTUCKET,	\$.003-72	\$8,000 00	-	\$8,000 00	\$2,152,568 00	-
2	Barnstable,	2-89	41,200 00	\$106 00	41,306 00	14,276,198 00	\$2,129 75
3	Middlesex,	2-60	403,432 50	-	403,432 50	155,324,723 00	1,448 50
5	Essex,	2-52	226,480 23	1,320 33	227,800 56	90,393,467 00	871 00
9	Hampton,	2-51	83,453 00	183 00	83,636 00	33,253,177 00	5,454 87
4	Plymouth,	2-50	69,801 99	-	69,801 99	27,932,058 00	1,058 25
6	Franklin,	2-49	32,212 61	347 54	32,560 15	13,048,120 00	4,970 14
8	Norfolk,	2-44	231,602 29	665 89	232,268 18	95,097,794 00	371 00
9	Worcester,	2-34	188,764 27	569 37	189,333 64	80,857,766 00	1,962 19
12	Hampshire,	2-15	43,881 00	236 98	44,117 98	20,510,994 00	5,639 80
10	Dukes,	2-13	4,650 00	-	4,650 00	2,183,975 00	66 00
11	Bristol,	2-00	118,233 61	600 20	118,833 81	59,464,668 00	1,466 20
11	Berkshire,	1-67	45,921 60	633 41	46,555 01	27,937,444 00	9,695 41
13	Suffolk,	1-28	495,419 29	-	495,419 29	387,276,700 00	-
14							
AGGREGATE FOR THE STATE.							
14 Counties,	.	\$.001-98	\$1,993,052 39	\$4,662 72	\$1,997,715 11	\$1,009,709,652 00	\$35,133 11

Arrangement of the Counties, according to their Appropriations, including Voluntary Contributions.

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows:—

For 1864-5.	For 1865-6.	COUNTIES.	Percentage of Valuation equivalent to mills and hundredths of mills.
1	1	NANTUCKET,	\$.003-72
2	2	Barnstable,	3-04
3	3	Franklin,	2-88
7	4	Hampden,	2-68
5	5	Middlesex,	2-61
4	6	Plymouth,	2-54
6	7	Essex,	2-53
10	8	Norfolk,	2-45
9	9	Hampshire,	2-43
8	10	Worcester,	2-37
11	11	Dukes,	2-16
12	12	Bristol,	2-02
13	13	Berkshire,	2-01
14	14	Suffolk,	1-28
Aggregate for the State,			\$.002-01

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. The fraction (five-tenths) when it occurs in dividing by 2, is reckoned, but is not expressed in the column giving the mean average. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained :—the mean average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1865-6.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	ASHBY, .	165	203	1.23-33	34	Holland, .	82	75	.91-46
2	Plainfield, .	104	128	1.23-08	35	Brookfield, .	384	351	.91-41
3	Wales, .	105	115	1.10-00	36	N. Braintree, .	149	136	.91-28
4	Dracut, .	279	296	1.06-09	37	Littleton, .	209	190	.91-15
5	Tyngsboro', .	102	108	1.05-88	38	Sherborn, .	210	190	.90-48
6	Warwick, .	173	182	1.05-20	39	Hubbardston, .	333	300	.90-24
7	Westminster, .	337	354	1.05-04	40	Nahant, .	71	64	.90-14
8	Greenwich, .	113	116	1.03-09	41	Orange, .	350	315	.90-00
9	Lunenburg, .	176	180	1.02-27	42	Orleans, .	294	264	.89-80
10	Dunstable, .	90	91	1.01-67	43	Townsend, .	379	340	.89-71
11	Dover, .	136	137	1.01-10	44	Otis, .	186	166	.89-52
12	Templeton, .	450	451	1.00-33	45	Royalston, .	315	282	.89-52
13	Medfield, .	143	139	.97-55	46	Hardwick, .	299	267	.89-30
14	Leominster, .	609	593	.97-37	47	Charlton, .	374	333	.89-04
15	Pepperell, .	334	325	.97-31	48	Groton, .	657	580	.88-28
16	Ashfield, .	202	195	.96-78	49	Barre, .	498	439	.88-25
17	Sudbury, .	250	241	.96-60	50	Goshen, .	82	72	.87-80
18	Dana, .	170	163	.96-18	51	Leverett, .	187	164	.87-70
19	Granby, .	180	172	.95-83	52	Reading, .	510	446	.87-55
20	Wendell, .	130	124	.95-77	53	Worthington, .	198	173	.87-37
21	Paxton, .	127	121	.95-67	54	Pelham, .	145	126	.86-90
22	Heath, .	137	131	.95-62	55	Falmouth, .	431	374	.86-89
23	Northboro', .	271	258	.95-20	56	Acton, .	386	335	.86-79
24	Lynnfield, .	131	124	.95-04	57	Southboro', .	346	299	.86-42
25	Seekonk, .	146	138	.94-86	58	Shirley, .	243	209	.86-21
26	Blandford, .	191	181	.94-76	59	Kingston, .	294	253	.86-06
27	Florida, .	150	142	.94-67	60	Gloucester, .	2,349	2,018	.85-93
28	Gardner, .	511	476	.93-25	61	Carver, .	191	164	.85-86
29	New Salem, .	225	209	.92-89	62	Stow, .	300	257	.85-83
30	Spencer, .	615	571	.92-85	63	Truro, .	291	249	.85-74
31	Marion, .	193	177	.91-97	64	Enfield, .	189	162	.85-71
32	Harvard, .	273	250	.91-76	65	Swampscott, .	291	249	.85-57
33	Monroe, .	36	33	.91-67	66	Princeton, .	244	208	.85-45

SCHOOL RETURNS.

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TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
67	Middlefield, .	158	135	.85-44	115	Lakeville, .	187	150	.80-2
68	Fairhaven, .	483	412	.85-30	116	Athol, .	592	474	.80-15
69	Boxford, .	193	164	.85-23	117	Plympton, .	186	148	.79-84
70	Sunderland, .	182	155	.85-16	118	Raynham, .	329	262	.79-79
71	Brighton, .	751	639	.85-15	119	Concord, .	413	329	.79-78
72	Cummington, .	222	189	.85-14	120	Lowell, .	5,125	4,088	.79-76
73	Westford, .	285	242	.85-09	121	Rochester, .	211	168	.79-62
74	Easton, .	660	561	.85-08	122	Woburn, .	1,504	1,197	.79-59
75	Franklin, .	452	384	.85-07	123	Erving, .	137	109	.79-56
76	Holliston, .	671	570	.85-02	124	W.Brookfield, .	367	292	.79-56
77	Carlisle, .	129	109	.84-88	125	Ware, .	685	544	.79-42
78	Berkley, .	175	148	.84-59	126	Coleraine, .	374	296	.79-28
79	Phillipston, .	153	129	.84-31	127	Georgetown, .	410	325	.79-27
80	Ipswich, .	687	577	.84-06	128	Bernardston, .	178	141	.79-21
81	Charlestown, .	4,951	4,160	.84-02	129	Halifax, .	132	104	.79-17
82	Rutland, .	236	198	.83-90	130	Foxborough, .	534	422	.79-12
83	Upton, .	355	297	.83-80	131	Mansfield, .	433	342	.79-10
84	Boxboro', .	107	89	.83-64	132	Framingham, .	900	711	.79-00
85	Stoneham, .	573	479	.83-60	133	Norton, .	351	277	.78-92
86	Auburn, .	211	176	.83-41	134	Becket, .	320	252	.78-91
87	W. Cambr'ge, .	545	454	.83-39	135	Scituate, .	414	326	.78-86
88	Boylston, .	153	127	.83-33	136	Wenham, .	209	164	.78-71
89	Lancaster, .	270	225	.83-33	137	Needham, .	532	418	.78-67
90	Oakham, .	204	170	.83-33	138	Tyringham, .	154	121	.78-57
91	Windsor, .	171	142	.83-04	139	Melrose, .	611	480	.78-56
92	Berlin, .	207	171	.82-85	140	Westfield, .	1,071	840	.78-48
93	Ashburnham, .	454	375	.82-71	141	Weston, .	236	185	.78-39
94	Bellingham, .	282	233	.82-62	142	Chelsea, .	3,264	2,554	.78-26
95	Rockport, .	667	551	.82-61	143	Wayland, .	239	187	.78-24
96	Plymouth, .	1,237	1,021	.82-58	144	Waltham, .	1,365	1,065	.78-02
97	Marblehead, .	1,452	1,196	.82-37	145	Hopkinton, .	1,001	778	.77-77
98	Amherst, .	635	522	.82-20	146	Hawley, .	150	116	.77-67
99	Eastham, .	142	116	.82-04	147	N. Chelsea, .	168	130	.77-67
100	Douglas, .	423	347	.82-03	148	Newton, .	1,978	1,533	.77-53
101	W. Roxbury, .	1,243	1,019	.81-98	149	Medford, .	1,161	899	.77-43
102	Marshfield, .	377	309	.81-96	150	Westboro', .	576	445	.77-26
103	Sterling, .	337	275	.81-75	151	Swansey, .	226	174	.77-21
104	Somerville, .	1,938	1,575	.81-27	152	Beverly, .	1,132	872	.77-08
105	Petersham, .	288	234	.81-25	153	Hanson, .	268	206	.77-05
106	Dennis, .	772	627	.81-22	154	Rehoboth, .	370	285	.77-03
107	Prescott, .	110	89	.80-91	155	Sutton, .	496	382	.77-02
108	Watertown, .	708	572	.80-79	156	Deerfield, .	708	545	.76-98
109	Holden, .	383	309	.80-68	157	Chester, .	294	226	.76-87
110	Nantucket, .	753	607	.80-68	158	Belchertown, .	568	436	.76-85
111	Medway, .	647	520	.80-45	159	E. Bridgew'r, .	682	524	.76-83
112	Bedford, .	158	127	.80-38	160	Brookline, .	956	733	.76-67
113	Province'wn, .	705	566	.80-35	161	Essex, .	342	262	.76-61
114	Lexington, .	418	335	.80-26	162	Gill, .	141	108	.76-60

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
163	Duxbury, .	498	380	.76-41	211	Chatham, .	626	452	.72-20
164	Danvers, .	1,146	874	.76-27	212	Methuen, .	485	350	.72-16
165	Bolton, .	325	247	.76-15	213	Northfield, .	378	272	.71-96
166	Chilmark, .	94	71	.76-06	214	W. Boylston, .	514	369	.71-89
167	W. Newbury, .	461	350	.76-03	215	Hadley, .	423	304	.71-87
168	Sturbridge, .	417	317	.76-02	216	Wilmington, .	190	136	.71-84
169	Burlington, .	104	79	.75-96	217	Adams, .	1,564	1,122	.71-77
170	Hatfield, .	289	219	.75-95	218	Chelmsford, .	491	351	.71-59
171	Barnstable, .	995	755	.75-93	219	Chicopee, .	1,302	931	.71-51
172	Quincy, .	1,550	1,175	.75-84	220	N. Bridgew'r, .	1,525	1,090	.71-48
173	Savoy, .	190	144	.75-79	221	Chesterfield, .	177	126	.71-47
174	Malden, .	1,537	1,164	.75-73	222	Easthampton, .	542	386	.71-22
175	Freetown, .	335	253	.75-67	223	Uxbridge, .	646	460	.71-21
176	Billerica, .	330	249	.75-61	224	Haverhill, .	2,008	1,429	.71-19
177	Conway, .	324	244	.75-46	225	Fitchburg, .	1,670	1,185	.70-99
178	Dighton, .	330	249	.75-45	226	Leicester, .	543	385	.70-90
179	Southwick, .	253	190	.75-30	227	Manchester, .	377	267	.70-82
180	Amesbury, .	819	616	.75-27	228	Buckland, .	405	286	.70-74
181	Weymouth, .	1,779	1,339	.75-27	229	Tewksbury, .	264	186	.70-45
182	Milton, .	507	381	.75-25	230	Dorchester, .	2,336	1,642	.70-31
183	Northbridge, .	599	450	.75-21	231	W. Bridgew'r, .	417	292	.70-14
184	Belmont, .	250	188	.75-20	232	Charlemont, .	249	174	.70-08
185	Montague, .	372	279	.75-13	233	Ludlow, .	275	192	.70-00
186	Longmeadow, .	273	205	.75-09	234	Saugus, .	429	300	.69-93
187	Winchendon, .	584	438	.75-09	235	So. Reading, .	697	487	.69-87
188	Hanover, .	316	236	.74-84	236	Winthrop, .	131	91	.69-85
189	Pittsfield, .	1,816	1,355	.74-64	237	Hingham, .	683	476	.69-77
190	Grafton, .	840	626	.74-58	238	Webster, .	577	402	.69-76
191	Middleton, .	208	155	.74-52	239	Edgartown, .	375	261	.69-73
192	Natick, .	1,135	843	.74-27	240	Williamsburg, .	469	327	.69-72
193	N. Bedford, .	3,852	2,860	.74-25	241	Dedham, .	1,506	1,048	.69-62
194	Shutesbury, .	188	139	.74-20	242	So. Scituate, .	327	227	.69-42
195	Huntington, .	238	176	.74-16	243	Russell, .	150	104	.69-33
199	Monson, .	557	412	.73-97	244	Palmer, .	646	447	.69-27
197	Cohasset, .	380	281	.73-95	245	Harwich, .	828	573	.69-26
198	Brimfield, .	226	167	.73-90	246	Lenox, .	286	197	.69-06
199	So. Hadley, .	439	324	.73-80	647	Whately, .	218	150	.69-04
200	Somerset, .	419	309	.73-75	248	Leyden, .	125	86	.68-80
201	Winchester, .	481	353	.73-49	149	Middleboro', .	973	667	.68-60
202	Abington, .	2,103	1,535	.72-99	250	Rowley, .	270	185	.68-52
203	Walpole, .	401	292	.72-94	251	Roxbury, .	6,109	4,171	.68-28
204	Milford, .	2,262	1,648	.72-86	252	Wrentham, .	629	429	.68-28
205	Lincoln, .	145	105	.72-76	253	Yarmouth, .	522	355	.68-10
206	Wellfleet, .	540	392	.72-69	254	Andover, .	1,039	705	.67-90
207	Tisbury, .	350	253	.72-43	255	Dalton, .	256	172	.67-38
208	Brewster, .	305	220	.72-30	256	Lynn, .	4,369	2,939	.67-28
209	Shrewsbury, .	315	227	.72-22	257	Pembroke, .	310	208	.67-26
210	Boston, .	34,902	25,201	.72-21	258	Taunton, .	3,250	2,179	.67-06

SCHOOL RETURNS.

xciii

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
259	Springfield, .	3,713	2,489	.67-05	298	Attleboro', .	1,352	828	.61-24
260	Worcester, .	5,983	4,004	.66-93	299	Sheffield, .	524	319	.60-97
261	Rowe, .	148	99	.66-90	300	Groveland, .	315	191	.60-80
262	Shelburne, .	314	210	.66-88	301	Hancock, .	229	139	.60-70
263	Wilbraham, .	444	296	.66-78	302	Bridgewater, .	787	477	.60-67
264	Canton, .	828	551	.66-61	303	Sharon, .	284	171	.60-21
265	Braintree, .	833	553	.66-39	304	W. Spring'ld, .	417	250	.60-07
366	Cambridge, .	6,999	4,641	.66-31	205	New Ashford, .	35	21	.60-00
267	Mendon, .	289	191	.66-26	306	Tolland, .	127	76	.59-84
268	Millbury, .	887	586	.66-12	307	Dartmouth, .	725	430	.59-38
269	N. Marlboro', .	373	246	.66-09	208	Ashland, .	346	204	.58-96
270	Randolph, .	1,403	924	.65-89	309	Hamilton, .	170	100	.58-82
271	Topsfield, .	227	149	.65-86	310	Sandwich, .	915	537	.58-74
272	Richmond, .	200	131	.65-75	311	Westhamp'n, .	147	86	.58-50
273	Westport, .	641	421	.65-68	312	Egremont, .	191	111	.58-38
274	Hinsdale, .	349	229	.65-62	313	Cheshire, .	372	217	.58-33
275	Monterey, .	152	99	.65-13	314	Clinton, .	897	521	.58-14
276	N. Reading, .	222	143	.64-64	315	Newburyport, .	2,994	1,737	.58-00
277	Lanesboro', .	273	176	.64-47	316	Williams'wn, .	563	326	.58-00
278	Oxford, .	565	364	.64-42	317	Salem, .	3,921	2,243	.57-22
279	Holyoke, .	1,113	713	.64-11	318	Lee, .	947	541	.57-13
280	N. Andover, .	498	318	.63-86	319	Bradford, .	323	184	.57-12
281	Northampton, .	1,665	1,060	.63-69	320	Montgomery, .	86	49	.56-98
282	Dudley, .	437	277	.63-39	321	Wareham, .	674	380	.56-38
283	Mt. Washing'n	61	38	.63-11	322	Hull .	53	29	.55-66
284	Marlboro', .	1,623	1,024	.63-09	323	Warren, .	422	234	.55-45
285	So. Danvers, .	1,483	932	.62-90	324	N. Brookfield, .	867	474	.54-73
286	Newbury, .	278	188	.62-59	325	Mattapoisett, .	289	158	.54-67
287	Clarksburg, .	120	75	.62-50	326	Stockbridge, .	492	269	.54-67
288	Southampton, .	266	166	.62-41	327	W. Stock'ge, .	357	195	.54-62
289	Salisbury, .	751	468	.62-32	328	Lawrence, .	3,613	1,967	.54-44
290	Agawam, .	364	226	.62-23	329	Southbridge, .	930	498	.53-55
291	Granville, .	318	197	.62-11	330	Washington, .	211	106	.50-47
292	Stoughton, .	1,137	705	.62-05	331	Blackstone, .	1,142	574	.50-31
293	Alford, .	63	39	.61-90	332	Gosnold, .	19	9	.50-00
294	Sandisfield, .	383	237	.61-88	333	Fall River, .	4,164	2,073	.49-78
295	Gt. Barrington, .	830	512	.61-69	334	Peru, .	122	53	.43-85
296	Greenfield, .	633	390	.61-69		Marshpee, .	70	35	.50-00
297	Acushnet. .	291	179	.61-51					

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the respective Counties in the State are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1865-6.

[For an explanation of the principle on which these Tables are constructed, see *ante* p. lxxv.]

SUFFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	CHELSEA, .	3,264	2,554	.78-26	3	Boston, .	34,902	25,201	.72-21
2	N. Chelsea, .	168	130	.77-67	4	Winthrop, .	131	91	.69-85

ESSEX COUNTY.

1	LYNNFIELD, .	131	124	.95-04	18	Haverhill, .	2,008	1,429	.71-19
2	Nahant, .	71	64	.90-14	19	Manchester, .	377	267	.70-82
3	Gloucester, .	2,349	2,018	.85-93	20	Saugus, .	429	300	.69-93
4	Swampscott, .	291	249	.85-57	21	Rowley, .	270	185	.68-52
5	Boxford, .	193	164	.85-23	22	Andover, .	1,039	705	.67-90
6	Ipswich, .	687	577	.84-06	23	Lynn, .	4,369	2,939	.67-28
7	Rockport, .	667	551	.82-61	24	Topsfield, .	227	149	.65-86
8	Marblehead, .	1,452	1,196	.82-37	25	N. Andover, .	498	318	.63-86
9	Georgetown, .	410	325	.79-27	26	So. Danvers, .	1,483	932	.62-90
10	Wenham, .	209	164	.78-71	27	Newbury, .	278	188	.62-59
11	Beverly, .	1,132	872	.77-08	28	Salisbury, .	751	468	.62-32
12	Essex, .	342	262	.76-61	29	Groveland, .	315	191	.60-80
13	Danvers, .	1,146	874	.76-27	30	Hamilton, .	170	100	.58-82
14	W. Newbury, .	461	350	.76-03	31	Newburyp't, .	2,994	1,737	.58-00
15	Amesbury, .	819	616	.75-27	32	Salem, .	3,921	2,243	.57-22
16	Middleton, .	208	155	.74-52	33	Bradford, .	323	184	.57-12
17	Methuen, .	485	350	.72-16	34	Lawrence, .	3,613	1,967	.54-44

SCHOOL RETURNS.

XCV

MIDDLESEX COUNTY.

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
1	ASHBY, .	165	203	1.23-33	27	Concord, .	413	329	.79-78
2	Dracut, .	279	296	1.06-09	28	Lowell, .	5,125	4,088	.79-76
3	Tyngsboro', .	102	108	1.05-88	29	Woburn, .	1,504	1,197	.79-59
4	Dunstable, .	90	91	1.01-67	30	Framingham, .	900	711	.79-00
5	Pepperell, .	334	325	.97-31	31	Melrose, .	611	480	.78-56
6	Sudbury, .	250	241	.96-60	32	Weston, .	236	185	.78-39
7	Littleton, .	209	190	.91-15	33	Wayland, .	239	187	.78-24
8	Sherborn, .	210	190	.90-48	34	Waltham, .	1,365	1,065	.78-02
9	Townsend, .	379	340	.89-71	35	Hopkinton, .	1,001	778	.77-77
10	Groton, .	657	580	.88-28	36	Newton, .	1,978	1,533	.77-53
11	Reading, .	510	446	.87-55	37	Medford, .	1,161	899	.77-43
12	Acton, .	386	335	.86-79	38	Burlington, .	104	79	.75-96
13	Shirley, .	243	209	.86-21	39	Malden, .	1,537	1,164	.75-73
14	Stow, .	300	257	.85-83	40	Billerica, .	330	249	.75-61
15	Brighton, .	751	639	.85-15	41	Belmont, .	250	188	.75-20
16	Westford, .	285	242	.85-09	42	Natick, .	1,135	843	.74-27
17	Holliston, .	671	570	.85-02	43	Winchester, .	481	353	.73-49
18	Carlisle, .	129	109	.84-88	44	Lincoln, .	145	105	.72-76
19	Charlestown, .	4,951	4,160	.84-02	45	Wilmington, .	190	136	.71-84
20	Boxboro', .	107	89	.83-64	46	Chelmsford, .	491	351	.71-59
21	Stoneham, .	573	479	.83-60	47	Tewksbury, .	264	186	.70-45
22	W. Camb'ge, .	545	454	.83-39	48	S. Reading, .	697	487	.69-87
23	Somerville, .	1,938	1,575	.81-27	49	Cambridge, .	6,999	4,641	.66-31
24	Watertown, .	708	572	.80-79	50	N. Reading, .	222	143	.64-64
25	Bedford, .	158	127	.80-38	51	Marlboro', .	1,623	1,024	.63-09
26	Lexington, .	418	335	.80-26	52	Ashland, .	346	204	.58-96

WORCESTER COUNTY.

1	WESTMINS'R	337	354	1.05-04	14	Royalston, .	315	282	.89-52
2	Lunenburg, .	176	180	1.02-27	15	Hardwick, .	299	267	.89-30
3	Templeton, .	450	451	1.00-33	16	Charlton, .	374	333	.89-04
4	Leominster, .	609	593	.97-37	17	Barre, .	498	439	.88-25
5	Dana, .	170	163	.96-18	18	Southboro', .	346	299	.86-42
6	Paxton, .	127	121	.95-67	19	Princeton, .	244	208	.85-45
7	Northboro', .	271	258	.95-20	20	Phillipston, .	153	129	.84-31
8	Gardner, .	511	476	.93-25	21	Rutland, .	236	198	.83-90
9	Spencer, .	615	571	.92-85	22	Upton, .	355	297	.83-80
10	Harvard, .	273	250	.91-76	23	Auburn, .	211	176	.83-41
11	Brookfield, .	384	351	.91-41	24	Boylston, .	153	127	.83-33
12	N. Braintree, .	149	136	.91-28	25	Lancaster, .	270	225	.83-33
13	Hubbardston, .	333	300	.90-24	26	Oakham, .	204	170	.83-33

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
27	Berlin, .	207	171	.82-85	43	Shrewsbury,	315	227	.72-22
28	Ashburnham,	454	375	.82-71	44	W. Boylston,	514	369	.71-89
29	Douglas, .	423	347	.82-03	45	Uxbridge, .	646	460	.71-21
30	Sterling, .	337	275	.81-75	46	Fitchburg, .	1,670	1,185	.70-99
31	Petersham, .	288	234	.81-25	47	Leicester, .	543	385	.70-90
32	Holden, .	383	309	.80-68	48	Webster, .	577	402	.69-76
33	Athol, .	592	474	.80-15	49	Worcester, .	5,983	4,004	.66-93
34	W. Brookfield,	367	292	.79-56	50	Mendon, .	289	191	.66-26
35	Westboro', .	576	445	.77-26	51	Millbury, .	887	586	.66-12
36	Sutton, .	496	382	.77-02	52	Oxford, .	565	364	.64-42
37	Bolton, .	325	247	.76-15	53	Dudley, .	437	277	.63-39
38	Sturbridge, .	417	317	.76-02	54	Clinton, .	897	521	.58-14
39	Northbridge, .	599	450	.75-21	55	Warren, .	422	234	.55-45
40	Winchendon, .	584	438	.75-09	56	N. Brook'd, .	867	474	.54-73
41	Grafton, .	840	626	.74-58	57	Southbridge, .	930	498	.53-55
42	Milford, .	2,262	1,648	.72-86	58	Blackstone, .	1,142	574	.50-31

HAMPSHIRE COUNTY.

1	PLAINFIELD,	104	128	1.23-08	13	Belchertown,	568	436	.76-85
2	Greenwich, .	113	116	1.03-09	14	Hatfield, .	289	219	.75-95
3	Granby, .	180	172	.95-83	15	Huntington,	238	176	.74-16
4	Goshen, .	82	72	.87-80	16	So. Hadley, .	439	324	.73-80
5	Worthington, .	198	173	.87-37	17	Hadley, .	423	304	.71-87
6	Pelham, .	145	126	.86-90	18	Chesterfield, .	177	126	.71-47
7	Enfield, .	189	162	.85-71	19	Easthampton, .	542	386	.71-22
8	Middlefield, .	158	135	.85-44	20	Williamsburg, .	469	327	.69-72
9	Cummington, .	222	189	.85-14	21	Northamp'n, .	1,665	1,060	.63-69
10	Amherst, .	635	522	.82-20	22	Southamp'n, .	266	166	.62-41
11	Prescott, .	110	89	.80-91	23	Westhamp'n, .	147	86	.58-50
12	Ware, .	685	544	.79-42					

HAMPDEN COUNTY.

1	WALES, .	105	115	1.10-00	6	Southwick, .	253	190	.75-30
2	Blandford, .	191	181	.94-76	7	Longmeadow, .	273	205	.75-09
3	Holland, .	82	75	.91-46	8	Monson, .	557	412	.73-97
4	Westfield, .	1,071	840	.78-48	9	Brimfield, .	226	167	.73-90
5	Chester, .	294	226	.76-87	10	Chicopee, .	1,302	931	.71-51

SCHOOL RETURNS.

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HAMPDEN COUNTY—CONTINUED.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11	Ludlow, .	275	192	.70-00	17	Agawam, .	364	226	.62-23
12	Russell, .	150	104	.69-33	18	Granville, .	318	197	.62-11
13	Palmer, .	646	447	.69-27	19	W. Spring'ld,	417	250	.60-07
14	Springfield, .	3,713	2,489	.67-05	20	Tolland, .	127	76	.59-84
15	Wilbraham, .	444	296	.66-78	21	Montgomery,	86	49	.56-98
16	Holyoke, .	1,113	713	.64-11					

FRANKLIN COUNTY.

1	WARWICK, .	173	182	1.05-20	14	Deerfield, .	708	545	.76-98
2	Ashfield, .	202	195	.96-78	15	Gill, .	141	108	.76-60
3	Wendell, .	130	124	.95-77	16	Conway, .	324	244	.75-46
4	Heath, .	137	131	.95-62	17	Montague, .	372	279	.75-13
5	New Salem,	225	209	.92-89	18	Shutesbury, .	188	139	.74-20
6	Monroe, .	36	33	.91-67	19	Northfield, .	378	272	.71-96
7	Orange, .	350	315	.90-00	20	Buckland, .	405	286	.70-74
8	Leverett, .	187	164	.87-70	21	Charlemont,	249	174	.70-08
9	Sunderland,	182	155	.85-16	22	Whately, .	218	150	.69-04
10	Erving, .	137	109	.79-56	23	Leyden, .	125	86	.68-80
11	Coleraine, .	374	296	.79-28	24	Rowe, .	148	99	.66-90
12	Barnardston,	178	141	.79-21	25	Shelburne, .	314	210	.66-88
13	Hawley, .	150	116	.77-67	26	Greenfield, .	633	390	.61-69

BERKSHIRE COUNTY.

1	FLORIDA, .	150	142	.94-67	17	Clarksburg, .	120	75	.62-50
2	Otis, .	186	166	.89-52	18	Alford, .	63	39	.61-90
3	Windsor, .	171	142	.83-04	19	Sandisfield, .	383	237	.61-88
4	Becket, .	320	252	.78-91	20	Gt. Barrington,	830	512	.61-69
5	Tyringham, .	154	121	.78-57	21	Sheffield, .	524	319	.60-97
6	Savoy, .	190	144	.75-79	22	Hancock, .	229	139	.60-70
7	Pittsfield, .	1,316	1,355	.74-64	23	New Ashford,	35	21	.60-00
8	Adams, .	1,564	1,122	.71-77	24	Egremont, .	191	111	.58-38
9	Lenox, .	286	197	.69-06	25	Cheshire, .	372	217	.58-33
10	Dalton, .	256	172	.67-38	26	Williams'wn,	563	326	.58-00
11	N. Marlboro',	373	246	.66-09	27	Lee, .	947	541	.57-13
12	Richmond, .	200	131	.65-75	28	Stockbridge,	492	269	.54-67
13	Hinsdale, .	349	229	.65-62	29	W. Stockb'ge,	357	195	.54-62
14	Monterey, .	152	99	.65-13	30	Washington,	211	106	.50-47
15	Lanesboro', .	273	176	.64-47	31	Peru, .	122	53	.43-85
16	Mt. Washing'n	61	38	.63-11					

BOARD OF EDUCATION.

NORFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	DOVER, .	136	137	.101-10	13	Cohasset, .	380	281	.73-95
2	Medfield, .	143	139	.97-55	14	Walpole, .	401	292	.72-94
3	Franklin, .	452	384	.85-07	15	Dorchester, .	2,336	1,642	.70-31
4	Bellingham, .	282	233	.82-62	16	Dedham, .	1,506	1,048	.69-62
5	W. Roxbury, .	1,243	1,019	.81-98	17	Roxbury, .	6,109	4,171	.68-28
6	Medway, .	647	520	.80-45	18	Wrentham, .	629	429	.68-28
7	Foxboro', .	534	422	.79-12	19	Canton, .	828	551	.66-61
8	Needham, .	532	418	.78-67	20	Braintree, .	833	553	.66-39
9	Brookline, .	956	733	.76-67	21	Randolph, .	1,403	924	.65-89
10	Quincy, .	1,550	1,175	.75-84	22	Stoughton, .	1,137	705	.62-05
11	Weymouth, .	1,779	1,339	.75-27	23	Sharon, .	284	171	.60-21
12	Milton, .	507	381	.75-25					

BRISTOL COUNTY.

1	SEEKONK, .	146	138	.94-86	11	Dighton, .	330	249	.75-45
2	Fairhaven, .	483	412	.85-30	12	N. Bedford, .	3,852	2,860	.74-25
3	Easton, .	660	561	.85-08	13	Somerset, .	419	309	.73-75
4	Berkley, .	175	148	.84-59	14	Taunton, .	3,250	2,179	.67-06
5	Raynham, .	329	262	.79-79	15	Westport, .	641	421	.65-68
6	Mansfield, .	433	342	.79-10	16	Acushnet, .	291	179	.61-51
7	Norton, .	351	277	.78-92	17	Attleboro', .	1,352	828	.61-24
8	Swansey, .	226	174	.77-21	18	Dartmouth, .	725	430	.59-38
9	Rehoboth, .	370	285	.77-03	19	Fall River, .	4,164	2,073	.49-78
10	Freetown, .	335	253	.75-67					

PLYMOUTH COUNTY.

1	MARION, .	193	177	.91-97	14	Hanover, .	316	236	.74-84
2	Kingston, .	294	253	.86-05	15	Abington, .	2,103	1,535	.72-99
3	Carver, .	191	164	.85-86	16	N. Bridgew'r, .	1,525	1,090	.71-48
4	Plymouth, .	1,237	1,021	.82-58	17	W. Bridgew'r, .	417	292	.70-14
5	Marshfield, .	377	309	.81-96	18	Hingham, .	683	476	.69-77
6	Lakeville, .	187	150	.80-21	19	S. Scituate, .	327	227	.69-42
7	Plympton, .	186	148	.79-84	20	Middleboro', .	973	667	.68-60
8	Rochester, .	211	168	.79-62	21	Pembroke, .	310	208	.67-26
9	Halifax, .	132	104	.79-17	22	Bridgewater, .	787	477	.60-67
10	Scituate, .	414	326	.78-86	23	Wareham, .	674	380	.56-38
11	Hanson, .	268	206	.77-05	24	Hull, .	53	29	.55-66
12	E. Bridgew'r, .	682	524	.76-83	25	Mattapoisett, .	289	158	.54-67
13	Duxbury, .	498	380	.76-41					

SCHOOL RETURNS.

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BARNSTABLE COUNTY.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.
							Mean average attendance upon School.
							Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	ORLEANS, .	294	264	.89-80	8	Wellfleet, .	540
2	Falmouth, .	431	374	.86-89	9	Brewster, .	305
3	Truro, .	291	249	.85-74	10	Chatham, .	626
4	Eastham, .	142	116	.82-04	11	Harwich, .	828
5	Dennis, .	772	627	.81-22	12	Yarmouth, .	522
6	Provincet'wn,	705	566	.80-35	13	Sandwich, .	915
7	Barnstable, :	995	755	.75-93		Marshpee, .	70
							35
							.72-69
							.72-30
							.72-20
							.69-26
							.68-10
							.58-74
							.50-00

DUKES COUNTY.

1	CHILMARK,	94	71	.76-06	3	Edgartown, .	375	261	.69-73
2	Tisbury, .	350	253	.72-43	4	Gosnold, .	19	9	.50-00

NANTUCKET COUNTY.

NANTUCKET,	753	607	.80-68
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TABLE, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1865-6.

For 1864-5.	For 1865-6	COUNTIES.	Ratio of attendance, &c.
5	1	SUFFOLK, . . . . .	.81-18
1	2	Nantucket, . . . . .	.80-68
4	3	Middlesex, . . . . .	.77-81
3	4	Franklin, . . . . .	.77-77
8	5	Hampshire, . . . . .	.75-11
9	6	Barnstable, . . . . .	.74-23
2	7	Worcester, . . . . .	.74-19
6	8	Plymouth, . . . . .	.72-90
7	9	Norfolk, . . . . .	.71-83
10	10	Dukes, . . . . .	.71-12
13	11	Hampden, . . . . .	.69-85
11	12	Essex, . . . . .	.68-07
12	13	Bristol, . . . . .	.66-82
14	14	Berkshire, . . . . .	.66-16

MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	255,323
Mean average attendance,	185,135
Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals,72-51

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